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ABSTRACT

This manual, designed to assist the beginning elementary school teacher in New York City, focuses on practical day-to-day matters such as discipline, class management, clerical procedures, lesson planning, and the act of teaching. Advice is given on: (1) school organization and routines; (2) schedules and activities for the first days; (3) student discipline; (4) lesson plans and teaching ideas, in general, and specifically for communication arts, reading, social studies, mathematics, writing, and science; (5) records, reports, and forms; and (6) responsibilities, relationships, and rewards. Appendices include sample floor plans, suggested daily schedules, opportunities for writing across the curriculum, and the local community school district. (JD)

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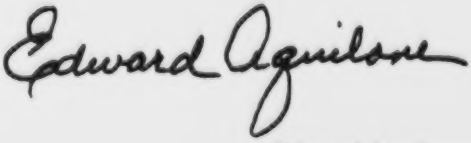
Foreword

Each year many teachers begin their professional careers in our public schools. They have qualified for their positions by successfully completing a number of courses and by passing a license examination. However, experience has shown that new teachers need direction and guidance as well as orientation before the school year begins.

Getting Started in the Elementary School is designed to meet this need. Reflecting changes in theory and practice over the past few years, the manual for new teachers has undergone considerable revision and the process of revision will be ongoing.

The manual has already established its worth. I am grateful to the many educators who contributed to this revision, screened the input, and shared their expertise with the Bureau of Staff Development and Training to make possible the publication of this manual.



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Welcome

...to our teaching profession!
...to the school and district where you are assigned!
...to the largest, most complex, most challenging city school system in the country!

All your new colleagues wish you well as you begin your teaching career. At the same time, we know how bewildering and difficult the early weeks of orientation can be. Fortunately, you will have the direct help of your immediate supervisor as well as the cooperation of other members of the school staff. As an additional aid, we are giving you this manual.

The purpose of the manual is to assist you in getting started successfully. It has been prepared by a committee* of experienced educators representing all levels of instruction. Our focus is on practical day-to-day matters such as discipline, class management, clerical procedures, lesson planning and the act of teaching itself.

We hope that our emphasis on the practical will clarify rather than obscure the underlying goals and responsibilities of our profession. Our community is dedicated to a program of quality, integrated education. As members of the New York City school system, we are active contributors to

the processes which will advance that program and thus improve our changing society. We not only recognize the problems but also the rich promise of our ethnic and cultural diversity. We respect the worth of the individual child, and do all we can to help every child know and fulfill his or her true potential, regardless of background. Additionally, we are sensitive to the most recent changes in our society towards non-sexist usages in our language. Accordingly, we have attempted to make those adjustments in this new issue of our manual.

However limited your personal role may seem—as one teacher in one school, charged with the instruction of a relatively small number of children—you are part of this group endeavor along with the rest of us. Perhaps our manual will make it a little easier for you to do your share.

No publication, including this one, can take the place of your supervisors, your colleagues, the materials prepared in your school, or your own resources and common sense. Nevertheless, whether as a supplement or as a basic frame of reference, these pages will serve you well if you use them wisely.

Familiarize yourself with the contents of this manual. Then, in accordance with your needs and under your supervisor's guidance, review and apply those sections which are of immediate relevance. Do not attempt to memorize or digest all the details; instead keep the manual handy for ready and constant reference.

We welcome you as a partner and wish you success in the months—and the years—that lie ahead. Good luck to you!

Chapter One
Getting Ready

The more you familiarize yourself with the way in which your school operates before you meet your class, the smoother will be the start you make. You will probably attend some conferences during the orientation period at which time many of the procedures will be explained. ASK QUESTIONS! It might be helpful to keep a pocket diary of any information you may need.
You will have at least three days before the children come, to do the following:

School Building

Take a walk around the school building making a map or floor plan of the following:
Play yards, gymnasium, auditorium, lunchrooms, (children's, teachers'), library, general office, principal's office, assistant principal's office, medical room, guidance office, rest rooms, storage closets, exits, staircases, custodial office, location of specialized programs, parent's room and your own classroom.

School Organization

Ask the school secretary for an organization sheet so that you can locate key personnel. (This may be distributed at the first faculty conference.) This organization sheet will include the

classes, rooms, teachers and supervisors. Other personnel, such as, guidance counselor, resource room teacher, nurse, custodian, school aides, paraprofessionals, school security guard, office staff, etc. would also be listed.

Find out who is in charge of everything. Whom do you see about changing a light bulb? Who can help you move furniture, order books and supplies? Whom do you see about your paycheck and absences?

School Regulations

Ask the secretary if there is a handbook or a fact sheet listing the basic school regulations. (You may also receive these at the first faculty conference.) Remember that these regulations will vary from school to school. These should include the following:

- Exits and entrances to be used at dismissal and entrance time.
- Routines for entrance to building and dismissals—(lineup? where?). Be familiar with the inclement and fair weather schedules.
- Schedule of teacher duties—teacher's responsibilities.
- Time schedule.
- Regulations for children leaving the room.
- Absence procedures (children, teachers).
- Emergencies involving illness or accidents.
- Lunchroom procedures.
- School Safety Plan—Fire Drill Regulations and Procedures.
- School's policy on discipline (code of discipline and ladder of referral).
- School Year Calendar.
- School homework policy.
- Regulations to be followed on class trips.
- Regulations on maintenance and repair needs.

• Regulations for preparation periods.

• Attendance for teachers.

Classroom

• Check to see if you have the proper keys to open all closets and your desk.

• Check to see that you have a seat and a desk for each child on your register.

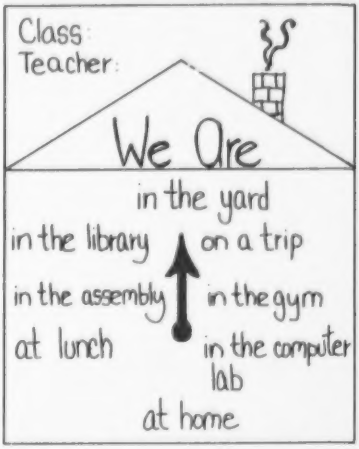
• You will need at least the following supplies for the first week:

chalk	thumbtacks	crayons
clips	paper (assorted)	Scotch tape
oaktag for charts	stapler and staples	magic marker
construction paper	newsprint paper	wastebasket
erasers	marking book	pencils
scissors	duplicating masters	masking tape

• If you have movable furniture, arrange it temporarily in a neat, orderly way until you can determine the best arrangement for your needs. On pages 241, 242, and 243 are three line drawings of sample classroom arrangements. These samples show different styles of arranging a classroom. They show teacher's desk, storage, consideration of proper distance from the chalkboard and class learning centers. It is important, in any arrangement of a classroom, to allow for the proper placement of desks so that all students have a clear view of the chalkboard. Individual teachers can adapt these plans to their own needs and create an environment that is comfortable to work in and invites children to learn. Be quick to report any broken furniture in your classroom. This is important for the safety and well-being of your students. Also, be sure to keep aisles free of book bags and clothing as these items pose a safety hazard to your class.

• Bring some plants to put on the window sills in order to make your room more attractive.

• **Prepare a sign to be posted outside the door which will indicate where your class is when it is not in the room.**



• **Find some attractive pictures which you can mount and post around the room. These pictures may relate to any of the following:**

—summer activities.

—safety.

—health.

—social studies theme (Canada, Mexico, community helpers, maps, family).

—welcome back to school.

These may vary according to grade level and be relative to season and holidays. An option for this is to obtain pictures, posters and room decorations at school supply stores using your own funds as out-of-pocket expenses. Commercial products are available in seasonal and curriculum themes, as well as decoration kits. Retain your receipts for these purchases.

Give some thought to the way in which you will set up your room. Prepare the signs to label the centers of interest such as:

Library Corner	Science	Artists at Work
Current Events	Good Work	Fun with Numbers
Theme Problem (Social Studies)	We Speak (tape recorder)	Plants
Writing Area	Listening Center (tapes and/or recorders)	
Live Animals		
Computer Center	Class Members (Self-portraits and/or photographs of children)	

The centers that you select will be suitable for your particular room and needs.

Records*

The following records are essential. Familiarize yourself with them.

- Roll book (Keep in middle drawer; instructions are in the book.)
- Cumulative record cards
- Test record cards
- Health cards
- School reading cards listing reading programs used by children and denoting their progress. (Check to see if your school uses this. If so, it could be very helpful.)

These are kept in the gray metal file which contains an envelope for each child. Keep these in your own locked locker.

Books

Get to know the person in charge of book distribution. Familiarize yourself with the procedures for obtaining and returning books.

If possible, take home a copy of each of the basic texts so that you can familiarize yourself with them.

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*For more details see pp. 205-220

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Student Data

Most schools have a Guidance Folder or sheet which includes information about each child in your class. Initially you need to scan the record to look for:

- Children with special problems—sight, hearing—so that you can seat them appropriately.
- Children with leadership potential (for monitors).
- Children with special talents, (art, music, etc.)
- Children with special needs.

Miscellaneous

Prepare a notebook which will contain the following information:

- Names of children who eat breakfast or lunch in school (paid, free).
- Names of children who get milk at snack time.
- Names of children who are excused for religious instruction (released time).
- Names of children who attend resource room, remedial reading, speech class, or any specialized program during the school day.
- Names of children who are picked up by a sibling, sitter, neighbor, or specific parent.
- Names of children who use bus service (either yellow/central or public).
- Names of children who are in an after-school program.
- Names of children who are known to be under medication or have a medical problem.
- Community agencies working with an individual child and his/her family.

Prepare an out-of-room book for older pupils to sign when leaving the room with teacher's permission to use

lavatory. Younger children usually have a recess period when they are taken to the appropriate facilities.

Ask your immediate supervisor for a schedule of fixed periods such as Assembly, Health/Physical Education, Library, and preparation periods. Post the schedule near your desk or make a small chart which you can post in a conspicuous place for the children to see. A sample follows:

SPECIAL EVENTS

Assembly	Friday	10:11 a.m.
Health Education	Tues., Thurs.	10:30 a.m.
Music	Wednesday	11:00 a.m.
Library	Monday	2:00 p.m.

Have ready a plan for making a tentative seating chart of the class. You will fill in the names when you have seated the children.

Get to know your grade leader. This is the teacher or supervisor who coordinates the work of the grade and can advise you if you have a problem.

Curriculum Bulletins

Your supervisor should supply you with curriculum bulletins in all areas you will be teaching—communication arts, mathematics, science, early childhood education, and the social science. Speak to your supervisor about this.

A complete Catalog of Curriculum Publications issued by the New York City Board of Education is available by writing to the Curriculum Production Unit, Room 613, 131 Livingston Street, Brooklyn, NY 11201.

> **Note:** For children in grades one to three, limit the length of your periods to 20-30 minutes according to the attention span of the children. When a number of children appear to become restless, change your activity.

Special Programs to Meet Special Needs

There may be times when you feel a student's needs are not being properly met. You may find that it is in the student's best interest to be evaluated and placed in an environment which will enable him/her to flourish academically and socially. Below are described two of the more widely known Board of Education special programs designed to meet special needs.

Special Education

Programs are provided for students whose needs and abilities cannot be met by the wide range of mainstream classes. Students with special needs may be eligible for the services of a resource room or special education classes. Bilingual resource room services and bilingual special education classes are also available for Limited-English-Proficient Students (LEPS).

Students may become part of the Special Education Program in the following manner:

1. Students are referred to the Committee on the Handicapped (COH) by a professional school staff member, parent, physician, an agency, a judicial officer, or the student him/herself if over 18 for self-referral.

2. Parental permission is obtained so that the student may be assessed. The parent is interviewed in his/her preferred language. This evaluation process is conducted by the School Based Support Team (SBST) which consists of a social worker, psychologist, and educational evaluator. If a student is limited in English proficiency, a bilingual assessment team will be provided.

3. At the conclusion of the assessment, the SBST may recommend:

- that the student remain in general education;
- that general education with related services be provided in the home school;

• that the student be assigned to a generic resource room in the school;

• that the COH review the student for placement in a self-contained special education class.

4. If the student is recommended for special education services, then, an individual education plan (IEP) is developed to meet his/her needs.

Bilingual and English as a Second Language Programs

Districts and high schools with Limited-English Proficient Students (LEPS) must provide bilingual/English as a second language (ESL) instructional programs that adhere to federal and state regulations and court mandates ensuring equal educational opportunities.

In New York City public schools, students whose home language is other than English are administered the Language Assessment Battery (LAB). If they score below the 21st percentile, they are entitled to receive the following bilingual services: intensive instruction in English as a Second Language (ESL), subject area instruction in the student's native language, and reinforcement and development of the student's native language.

This program allows the student to learn the English language while learning subject areas at the appropriate instructional level. In addition, students should be given the opportunity to spend the maximum amount of time with English-speaking students whenever possible without denying them the three elements indicated above.

However, when schools do **not** have a sufficient number of entitled LEP students with the same home language to warrant bilingual classes, then they are required to offer at a minimum instruction in English as a second language.

Programs for entitled LEP students may be implemented under a variety of organizational models. Some of the suggested models are: A Transitional Bilingual Class-

room, Maintenance Bilingual Classroom, ESL Learning Center, Two-Way Bilingual Education. For further information on these and other programs available, consult your school principal.

Chapter Two
Schedules and Activities for Getting Started

In the following section you will find suggested schedules for early childhood and plans of activities for other grades. The activities are described in some detail for the primary grades (1-3) and for the upper grades (4-6). The suggestions are by *no means* the only way or the best way to begin your teaching career. They are intended to help the inexperienced teacher by giving specifics which can be used in part, or in whole, as the need arises. It is hoped that you will make the adjustments needed to suit the ability and maturity of your children. Furthermore, as the creative teacher gains experience, he or she will devise many original activities to meet the needs of the class. Participation is the keynote.

Start-ups for Grades 1-3

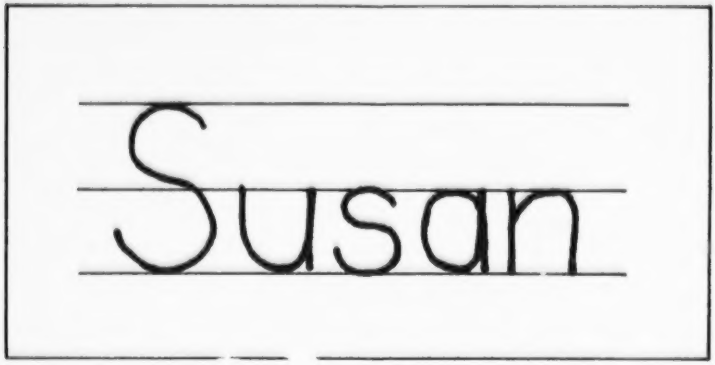
The First Day—A.M.

To Prepare for the First Day

Look over plans given below.

Prepare

- Name cards (about 3" x 6").



- Name tags on which you will write each child's name.
- Helpers' Chart with set of small name cards (see P.M. plans for first day).
- Seating plan (diagram of seating arrangement).
- Alphabetical listing of boys and girls.
- A story to read to class (see P.M. plans for first day).

Before the Children Arrive

- Come early.
- Sign the time book or punch the time card.
- Check your room and materials.
- Review plans for the day.
- Write your name on the chalkboard.

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Meeting Your Children

- Go to place of assembly.
- Help the children line up in a safe, orderly manner. Follow the structure commonly used in the school. Consult with your immediate supervisor or with an experienced colleague.
- Direct leaders to proper staircase, telling them to stop at each landing. Ask two children to hold the doors.
- Use a quiet, firm, audible voice.
- Walk in the center of line so that you can see all the children.
- Stop at the door to the room. Wait for silence. Instruct the children to enter room quietly and to line up — half on one side, half on the other.
- Wait for silence after everyone is in the room.
- Greet your class. Point to your name on the chalkboard, pronounce it, ask class to pronounce it.
- Seat children with hearing and sight problems for maximum participation. Assign remainder of the seats.
- Since there is usually little outer clothing on the first day, postpone assignment of permanent hooks or storage facilities.
- Invite those who do have outer clothing to hang it in closet. (See routines for second day.)

Attendance

- Take attendance by calling names from the roll book.
- Write each child's name on the seating chart as he/she responds.
- Record attendance on chalkboard or chart, suggested format follows*:

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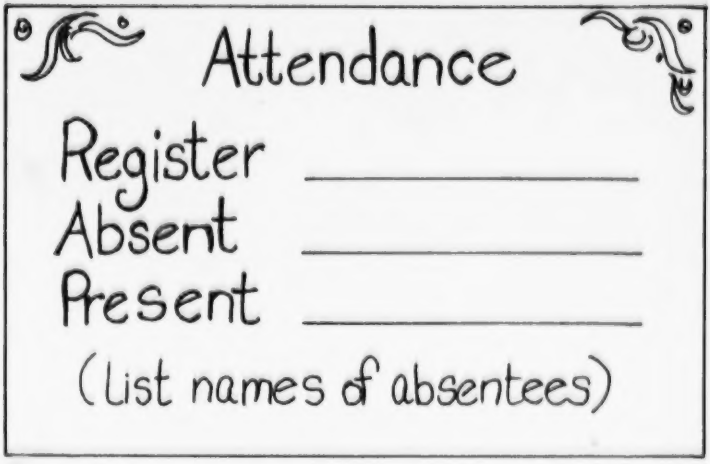
* May vary according to school routines.



Make this a learning experience. How many boys are present? How many girls are present? Call on volunteers. For younger children: Let's count together to see how many boys are absent; how many girls are absent. Allow children to recycle figures daily.

Opening Exercises

• If commonly practiced by teachers in your school, the Pledge of Allegiance to the Flag should be recited as well as the singing of one stanza of "America"or another patriotic song.

• Lead the children by talking and singing in a firm voice, articulating every word clearly, and demonstrating your own respect for our country's flag.

• Give the signal to start by saying, "We will now pledge allegiance to our flag. Class stand, face the flag, salute, and recite the pledge with me."

• This would be a good time to indicate any special significance of this date in history — the birthday of a famous person in history, sports, theatre, or public office; the birthday of one of the students; an important anniversary.

Establishing Orderly Procedures

Being sensitive to the possibility that not all students come from nuclear families, discuss the children's "family" relationships at home. Ask who has more than one brother; who has more than one sister; who lives with a first cousin; who is an only child. The point you want to elicit is that family living requires consideration for the feelings of others. One must share, wait one's turn, listen to each other. Extend this idea to our classroom family.

Develop with class a set of rules for behavior. Record on chart paper or chalkboard. Use positive wording:

- Raise your hand to speak.
- Stand when called upon.
- Get permission to leave your seat.
- Have a pass when walking in the halls.
- Present homework on time, done neatly.

> **Caution:** Be consistent about your response to violations of the rules. The first time there is an infraction, stop what you are doing. Look firmly at the child. Then quietly but emphatically say, "In our class, every child must follow the rules at all times." From that time on, never ignore a violation of the rules.

Getting Acquainted

- Write on the chalkboard, "We are in Class ———".
- Read it to the children or ask a volunteer to read it for the class. (Begin every question by reminding them to raise their hands if they would like to tell their friends something. This will establish the habit of waiting for recognition.)
- With your dark-colored marker make a sign for the door. Ask what the children would like to say to welcome visitors.

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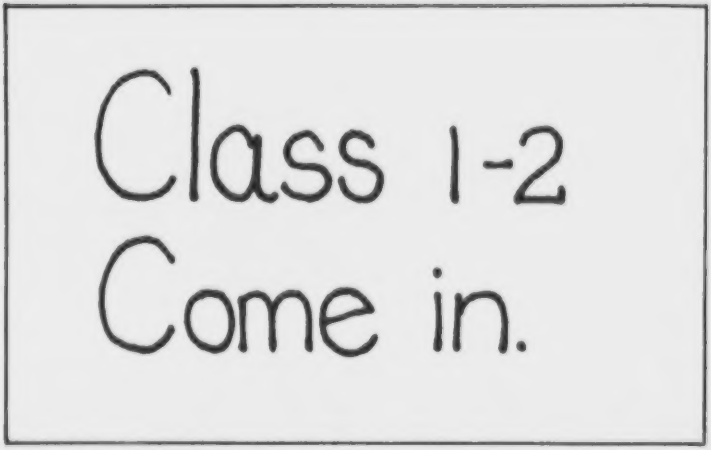


• Tell the children they all know your name. "How can you help me learn your name?" Someone will probably suggest name tags. If not, you do so. Establish a procedure for the distribution of materials. Call upon one child to be responsible for one row or group. Provide each helper with the appropriate amount of materials for the entire group. Ask that he/she distribute them to the others. Call upon volunteers to suggest ways of decorating name tags. While they are doing this, tape name cards to each child's desk. As each child completes his/her identification symbol, secure it to clothing or person.

• For nonreaders or beginning readers, you may *play the name game.* Write on the chalkboard: Come here,

(*child's name*).

Teacher reads the phrase, including the name of the student. Children compare written name with their own name cards. The child named comes to the front, reads the phrase, erases his/her name and whispers another name to be written. Do this for 5 to 10 minutes and repeat it daily for a few minutes each day for the first week. Your children will have begun to read.

Recess

• Follow school rules for children's use of bathroom facilities. Younger children may be scheduled to recess at a

school-designated time. Older children may use a sign-out book or classroom pass.

- Discuss proper health and cleanliness habits. Be sure paper towels are available.
- If escorting the entire group to bathrooms, allow a few children to enter at one time. Establish routines for line up and behavior in halls.

Housekeeping

Talk about the room as a class home. How can we make it attractive? How can we help to keep it clean? Some jobs will have to be done each day.

Bring out your Helper's Chart. Include jobs appropriate for maintaining the classroom in a neat, orderly manner. For younger children, you may wish to paste a picture next to the task.

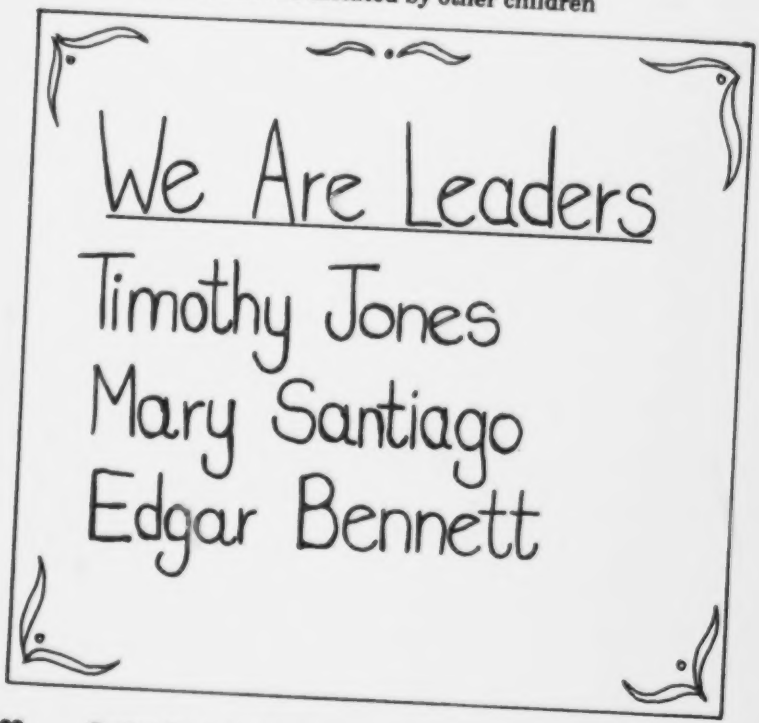
Then place name card in slot next to job and explain that classroom jobs will be rotated.

Choosing a Leader

Explain that there will be a class leader every day who will be rotated. Post your Leaders' Chart. Check off each day as each child takes a turn.

Some possible duties of the leader — to be developed one at a time daily—

- calls groups or rows to put away or take clothing
- marks class calendar
- fixes weather chart
- records attendance as dictated by other children



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Lunch Dismissal

- Ten minutes before dismissal, stop all activities.
- Have children clean up.
- Call on half the students to line up in the front of the room; the other half to line up on the side of the room.
- If any children go home for lunch discuss with them the need to return on time and tell them where to meet you.
- Escort children to the proper lunch area and/or exit. Bid those going home, "Good morning."
- Remain with the group in the lunch area until there is appropriate supervision.

The First Day — P.M.

Meeting Your Students

- Meet your class promptly wherever they assemble, help them line up properly, follow the same routine as in the morning for going up to the room.
- Take attendance.

Fire Drills

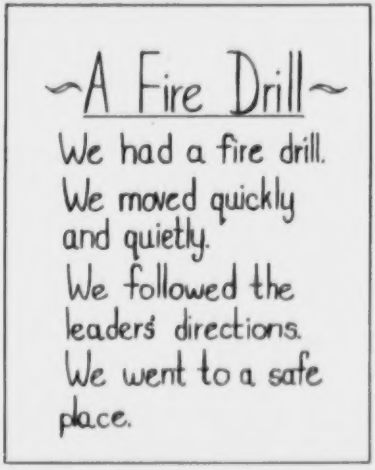
Most schools have fire drills within the first few days of school. Familiarize yourself with the signals and the proper exit and route to take. These are posted on a card in every room. Explain to the class the procedures as well as the reasons for them. Tell them that the signal will be sets of three gongs. Talk about the need for absolute silence, walking quickly (not running) with a partner in line, keeping eyes on children ahead of them. Select two fire drill monitors who will lead the line, as well as door monitors who will hold doors open. Practice getting on line quickly and quietly—"Groups/Tables/Rows 1,2, and 3 line up in front of the room, Groups/Tables/Rows 4,5,6—line up along the closet; fire drill leaders stand at front of the line."

Have a practice drill, going to the assigned exit and out of the building to the assigned place. (Notify the office that you plan to do so.) At all times take the roll book along.

When you return to the room, discuss and evaluate. "Did we remember the rules? How can we improve?"

After the first official fire drill develop an *experience chart.* "Let's write a story about the Fire Drill."

Elicit from the children a good title and some of the things they did well.



This chart is written with a magic marker or crayon on ruled newsprint in large letters. As the children tell about the things they remembered, write them in their simple words. (The chart may be taped to the chalkboard and later attached to a wire hanger with clothespins for future reference.) Call on several children to re-read the story to the class.

Communication Arts

Prepare yourself with a story book to read to the class. The book should contain large, colorful illustrations which you hold up at appropriate times to show. Walk around the room. You may select any of the "standards", e.g., *The Three Billy Goats Gruff, The Gingerbread Boy,* or *The Elves and the Shoemaker.* Be sure to read the story in a dramatic, exciting fashion so as to stimulate interest. Other picture books you

may wish to choose from are *Alexander and the Terrible, Horrible, No Good, Very Bad Day,* by Judith Viorst, *Corduroy* by Don Freeman, *There's a Nightmare in My Closet* by Mercer Mayer, *Where the Wild Things Are* by Maurice Sendak and *William's Doll* by Charlotte Zolotow.

Dismissal

Fifteen minutes before dismissal, end the day by discussing some of the things the children did. See that everything is put away — train the children to put chairs on the tables. "We have to help the people who come to sweep our room."

Practice lining up correctly. Say goodbye to the class. Follow school procedure for dismissal.

To Prepare for the Next Day

Review what has been accomplished, what has not yet been done. Go over plans for the second day. (See below.) Prepare:

- weather chart (see plans for second day).
- name cards for wardrobe (1" x 2").
- a large calendar.
- a safety song.
- a poem or a story about safety.

Suggestions for Homework

- Children may draw self-portraits as an additional introduction to one another. Older children may write descriptions of themselves.
- Children may illustrate favorite parts of the story read aloud in class. Older children may write summaries of the story or write their feelings about the events that took place.
- Older children may write the fire drill instructions in their own words.

The Second Day—A.M.

Before Children Arrive

- Come early.
- Review your plans.
- Check your room—furniture, materials, chalkboard, etc.

Getting Started

Meet your class wherever they assemble. Help them to line up properly. Follow the same routine as the first day in going up to the room. Some children will need help in remembering their seats.

Welcome new children and give them seats.

Call attention to the housekeeping chart. If possible, call upon a volunteer to read it aloud. What do we need to have done today? Go over the exact procedure; e.g., watering plants. Select the child who will be the monitor for the week, explaining the rotation. Place the name card in appropriate slot. Each day discuss another housekeeping chore, going over the exact procedures.

Take attendance, following the same procedure as on the first day. Greet each child personally as you call his/her name. Again, for beginning readers, you may play the "Name Game."

Review the words *come here* and help the children to recognize their names and the names of other children in the class.

Check and review homework, if any was assigned.

Establishing Routines

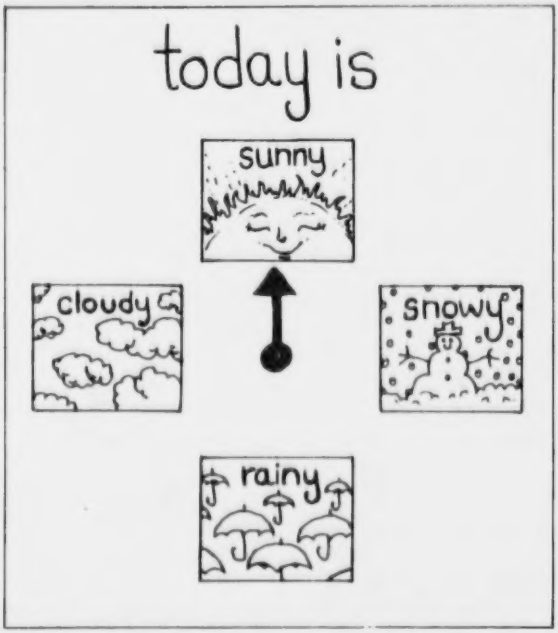
Refer to the leader of the day. Go to the chart; ask who can read the title. Select the first child; check off the chart. Discuss with the class the first thing he/she does.

Salute to the Flag. Help the leader to lead the opening exercises. Follow procedures as on the first day.

Calendar. Discuss the calendar. What month is this? What day? What date? Some of the children have had calendar

experience in the kindergarten. If they don't know it, tell them. Show how to indicate it either on the progressive calendar (if you have one) or on your home-made calendar (by putting an X on the date). The leader should do this. Call on others to repeat.

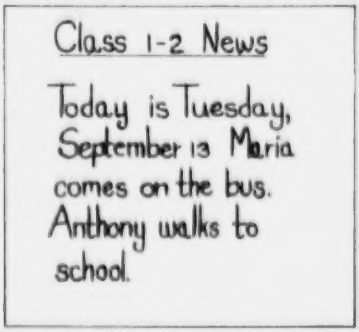
Weather. Bring out your weather chart. Ask who knows what story these pictures tell. Point to the words sunny, rainy, cloudy, snowy. Elicit from the children the kind of day it is today. Have the leader move the indicator to the proper place.



Class News. Introduce the class newspaper. "Today we will write Class 1-2 News." The leader will call on children to tell the day, date, month, weather and one or two interesting facts.

The teacher writes this on the chalkboard as the children give the information. Try to repeat words, e.g., "today," "it is," "school." Call on several children to read the news. Have them come to the chalkboard and use a pointer. You

may guide their hands. For older children, the wording may be somewhat more advanced.



Clothing Hooks. Talk about assigning hooks in the wardrobe. Call on each child to come to the wardrobe. Show the child his or her hook and paste the child's name next to it. You can do the same for cubbies, if you have them. Place masking tape on floor to direct traffic to and from closets.

Snack Time. Sometime in the middle of the morning, you will provide snack time for the children. Your supervisor will tell you the time and place or the school routine. If snack time includes milk, select your milk monitors (refer to the Helper's Chart). Go over the routine for getting the milk, the number of containers needed. Make this a mathematics experience (one-to-one correspondence). How many children are there at Table 1? Count each child. How many containers of milk do we need in order to give each child a container of milk? Develop the method of distribution in the classroom. Discuss the amenities "please," "thank you." Arrange for disposal of empty containers. Provide a basin for emptying left-over milk (if no sink is available).

Children should be permitted to take care of their personal needs before snack time. Give each child a paper towel for drying hands. Each of these routines should be discussed with the children as they are introduced.

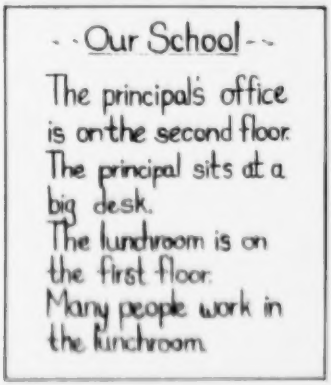
Good health habits should be encouraged. Snack time should be a quiet time. The teacher may play soft music, read or tell a story to children during this period.

Tour of the School

If this is a first grade class or if there are a number of children new to the school, get permission from your supervisor to take the children on a tour of the school. Plan beforehand the route and the places you will point out. Discuss with the class the need for quiet, keeping in line, staying with partner. Tell them what they will see. Select your leaders and door monitors. Remind them to stop at each landing. Plan your visit from among such places as the principal's office, the main office, the assistant principal's office, the nurse's office, the boys' and girls' toilets nearest the room, the lunchroom, the yard or gym, the auditorium, the rooms of the other classes on the grade. Take younger children to one or two special locations per day.

Notice the room numbers and point out how they follow one another.

When you come back to your own room, compliment children on their behavior. Then encourage them to talk about what they have seen. "Who are some of the people we met?" "What were they doing?" Using the school tour, develop an experience chart. "Let's write a story about the School Visit." Elicit from the children a good title and some of the things they saw.


Our School

The principal's office is on the second floor.
The principal sits at a big desk.
The lunchroom is on the first floor.
Many people work in the lunchroom.

Dismissal

Stop 10 minutes before dismissal. Clean up. Follow same procedure as on the first day.

The Second Day—P.M.

After you have met the class and taken attendance, tell students that they are going to learn some important things which may save their lives.

Safety Unit

Begin by teaching a song about safety. You will find many appropriate songs in music books such as the *American Singer, I, II or III*. Discuss with the children the route they take to school, the streets they cross. Elicit from the children rules such as: cross at the corner, wait for the green light, obey the crossing guard, use the assigned doors to enter school building. You can summarize by means of a chart on which you write the rules as the children dictate to you. This will become another material to be used in developing a sight vocabulary since you will call on children to read it daily for a week or two, as needed.

• Give each child a red and green 5" paper circle and a black crayon. Discuss the colors—red, green. Call on children to identify them.

• Writing one letter at a time on the chalkboard, have the children print GO on the green circle and STOP on the red circle.

• Staple the two circles back to back on a wooden splint. Have a dramatization of pedestrians crossing at a corner with one child acting as a police officer who gives the signals. Change the actors several times. Conclude by reading either a story or a poem about safety, the police officer, etc.

Communication Arts

Ask the children who remembers the name of the story you read yesterday. Tell them you are going to read it again but they must listen carefully. When you have read the story, ask the children to recall what happened. Follow in sequence until you have finished the story. You have begun to teach the children the following:

- Listening skills,
- Recalling details,
- Remembering sequence,
- Expressing thoughts in their own words,
- Vocabulary development (use of words in the story),
- A love for reading through participation in a pleasurable experience.

Suggestions for Homework

- Children may describe the school tour either in drawings or by writing about it.
- Children may bring in objects, books or photographs that they would like to share with their classmates.

Dismissal—P.M.

Fifteen minutes before the end of the day, stop what you are doing. Repeat the closing as you did on the first day, by reviewing what has been accomplished this day.

To Prepare for the Third Day

Evaluate your own procedures, and check off on your plan the items you finished. Then prepare materials needed.

- book dealing with concepts of "big—little"—e.g., Golden Books, *Let's Find Out What's Big and What's Small.*
- big-little chart (see A.M. plans).
- objects—large ball, small ball, large book, small book, large milk container, small milk container.
- Rexographed sentence strips (see safety plans for third day).

The Third Day—A.M.

Morning Routines

Follow established procedures including:

- meeting children and walking to room
- seating (take care of new children)
- calling rows for clothing (leader calls rows while you help children to find their own hooks)
- doing housekeeping chores (add a new one each day)
- taking attendance (remember to use this experience to introduce counting)
- playing "name game"
- saluting the flag

Continue with calendar work, weather chart, and today's news. Each time there is a chart involved, ask several children to read it.

Sharing Period

You are providing opportunities for the children to express their thoughts, to develop good audience habits, to practice critical thinking. As time goes by, notice the children who are reticent, as well as those who tend to monopolize this activity. Explain that everyone has to have a turn. Encourage shy children to talk but do not force the issue until you think they are ready. Limit the time for this activity to 10 to 15 minutes at the beginning of the school year.

Snack Time

Repeat established routines.

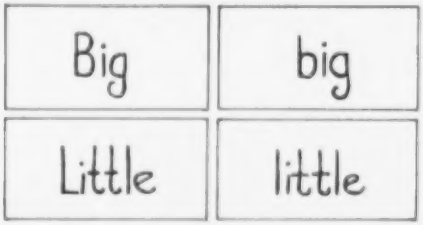
Mathematics

Read to class *Let's Find Out What's Big and What's Small* or *Big and Little Books* (Golden Books). Explain that "small" and "little" mean the same thing. Find objects in the room—add things brought from home. Display on table and label with signs:

(Big and Little Chart)

balls	cups
books	crayons
plates	milk cartons

- Stress ideas of comparison—bigger, smaller.
- Play games with cards Big—Little. (Child selects a card, goes to object, says "This ball is little.")



Lunch Dismissal

Clean up and follow set routines.

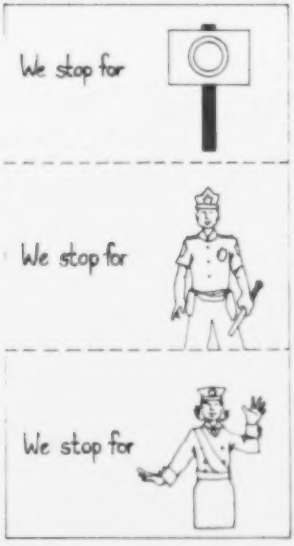
The Third Day—P.M.

After you have met your class and taken attendance, gather materials to continue yesterday's safety instruction.

Safety Unit (continued)

- **Review concepts discussed the previous day.**
- **Have several children read chart.**
- **Begin Safety Booklet.**
- **Distribute drawing paper for cover. Have children copy from the chalkboard.**

- **Duplicate on one sheet and cut apart to staple on each child's page.**



Communication Arts

Without reading, ask children to recall story dramatized the day before, or children could tell another story. Use makeshift props.

Suggestions for Homework

Children may list objects in their homes that are either short or long and/or short or tall.

Children may cut out magazine pictures of big and little objects.

Children may think about and list additional ideas for the Safety Booklet.

Other children may wish to bring in objects, books or photographs for the sharing period.

P.M. Dismissal

- Clean up.
- Follow set rules for dismissal.
- Evaluate and plan for next day.

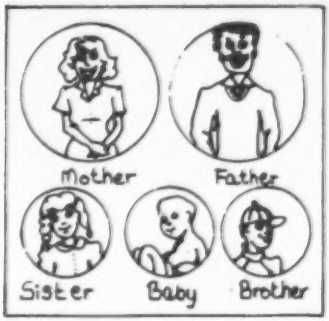
From Now On

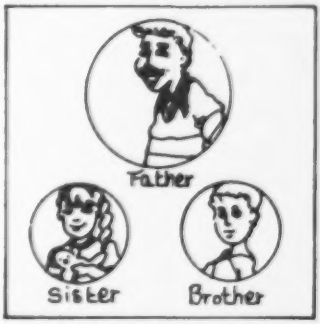
Having established procedures, follow them consistently. Some other beginning activities and units are described below. Try not to introduce too many ideas at one time. Space these activities according to the ability of the children to absorb new ideas.

On pp. 244, 245, and 246 you will find a suggested daily schedule for all-day kindergarten and weekly schedules for grades one and two.

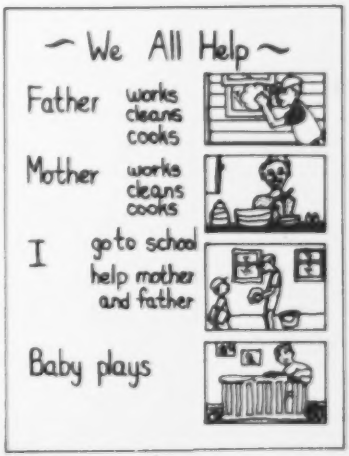
Family Unit

Display chart with pictures of various family organizations. After discussion children may make their own chart with appropriate illustrations.





SAMPLE BULLETIN BOARD DISPLAY

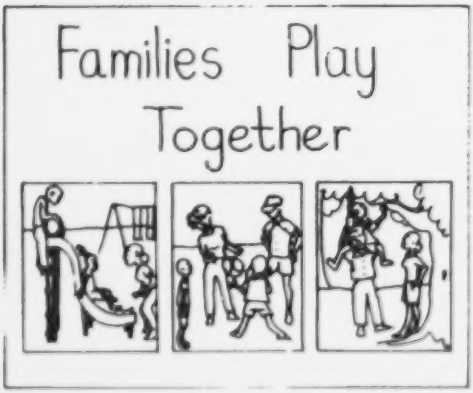


Note: Chart pictures should reflect various organizations and ethnic groups.

Use for discussion.

How many brothers, sisters? Who has more? (Good for children who do not speak freely.)

Discuss cooperation in the home.



Children bring in pictures.

Some children may copy titles and make their own books. Elicit text for booklet from children. Print on a chart. Example:

We go swimming.
We go to the park.

Reproduce single sentences, spacing widely so that they can be cut apart and stapled or pasted on separate pages.

Have children compare each page with sentence on chart—read and illustrate. Do one page at a time. While children are working, teacher circulates among children, offering assistance as needed.

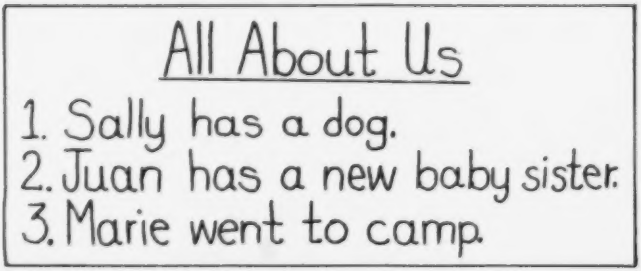
Unit: "All About Us"

Children may dictate a group story about "What We Like!"

Prepare individual word cards:

sing play read write

Use for matching words to chart.



As children tell about themselves, oral communication skills are improved.

Develop a chart called "Here We Are." Explain to the children that "We want everyone to see who is in our class." Each child will do a self portrait labeled with his or her name. They will then cut them out (caution on use of scissors) and paste them on oaktag for display.

Unit: Health

Discuss getting ready for school

Get ideas from children.

Make a reminder chart.

Use real object and fasten with Scotch tape.

Discuss with children before chart is made.

Unit: Science Is Fun

Have a closed box on science table containing several objects with different textures and shapes. Call upon a volunteer to close his/her eyes, pick an object, feel it, tell how it feels, and then guess what it is.

Change contents of the box often. Play this game for a few minutes daily. This exercise is excellent for language development.

Unit: Our Tree

If there is a tree on the school block, "adopt" it. Watch for seasonal changes. Write group stories and illustrate. Date each picture. Make this into a class book.

Our Tree

Our tree has green leaves.

September 13

Our Tree

Many leaves are brown.

October 11

Our Tree

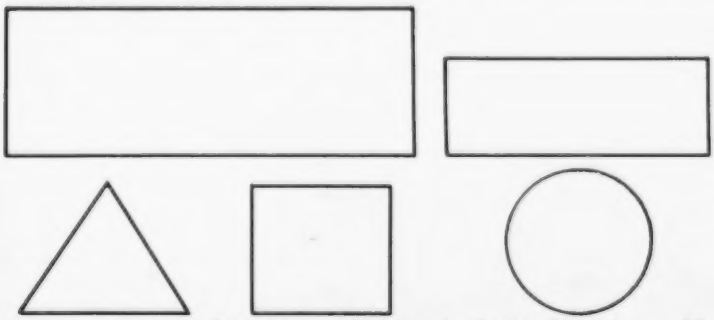
Some leaves fell off.

October 20

Notebook Activities

Colors. Teacher prints "Red" at the top of the page. (Child may copy from chalkboard or chart.) Children cut red objects/pictures from magazines and paste them on a page.

Shapes. Paste one shape at the top of the page. Child finds pictures of objects that are the same shape and pastes them on the page.



Unit: Beginning Experiences in Mathematics*

Use a variety of terms to denote mathematic concepts, e.g.,

Size: short and tall; short and long; short, shorter, and shortest

Spatial relationships (position): up and down; above and below; in, on, and off; over and under; top and bottom; inside and outside; in front of and behind; before, after, between, next to; left and right; first, middle, last

Quantities: all and none; most and least; more than and less than; not enough and extra

Distance: near and far

Use a variety of objects and activities to enable children to:

• Compare groups (sets, bunches, lots, heaps, piles) of one to five objects by matching and showing which have the same number of objects; e.g.,

• Compare a group of one to five objects by matching and showing which have more objects when given two groups of objects; e.g.,

Do the same to indicate which have fewer objects.

* As noted in *Mathematics Grade 1: Scope and Sequence*, NYC Board of Education, 1985.

• Compare groups of one to five objects by matching and showing "more" and "fewer" when given two groups of objects.

• Associate the numerals 1 through 5 with a group (set, lot, bunch, heap, pile) having one to five objects.

• Recognize and identify the symbols "1" through "5" as numerals for the numbers one through five.

• Recite the numerals 1 through 5 in correct counting order.

• Write the numerals 1 through 5.

• Identify the number of objects in a given group of items numbered 1 through 5.

• Associate the number words "one" through "five" with the numerals 1 through 5 and with groups having one through five objects.

• Locate where the numerals 1 through 5 can be found in the home, school and/or neighborhood, e.g., addresses, street signs, room numbers.

Unit: Beginning Experiences in Science and Safety

Plan a walk around the block:

• Consult supervisor for permission slips, escort, etc.

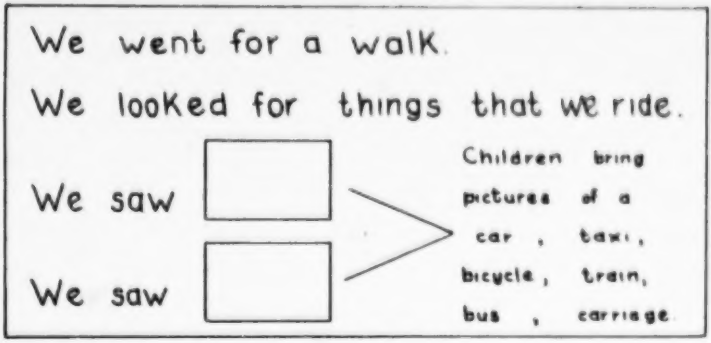
• Discuss with the class the purpose of the trip—to look for things that we ride.

• Discuss safety rules, keeping in line with partners, good manners.

• Prepare a sign for the door:

We have gone for a walk.
We will look for things that we ride.

When you come back to classroom, evaluate behavior of the class with the children. Discuss what they saw. Make a chart.


We went for a walk.
We looked for things that we ride.
We saw
We saw
Children bring pictures of a car, taxi, bicycle, train, bus, carriage.

More Suggestions For Grades 2-3

Many of the activities mentioned above can be used in all of the primary grades. For children who are more advanced make the following adjustments:

Mathematics—Grade 2

Get a copy of *Mathematics Grade 2: Scope and Sequence*.

Week I

1. Review time—months and years.

2. Teach recognition and naming of whole numbers 0 through 100 by ones.

3. Help students recognize and name whole numbers 10 through 100 by tens.

Mathematics—Grade 3

Get your copy of *Mathematics Grade 3: Scope and Sequence*. Read the general introduction for an overview of the year's work. It would be helpful to have a Tens Frame (100 beads, all one color) and a Magneboard with 20 Magnediscs, color cubes, squared material, and cuisenaire rods

Week I

1. Review basic addition and subtraction facts.

2. Teach relationships among day, week, month, and year.

3. Develop ability to read, interpret, and construct bar graphs.

Week II

1. Lead children to understand the roles of 1 (one) and 0 (zero) in multiplication.

2. Teach basic multiplication facts.

3. Develop understanding of the division process by its relationship to subtraction and multiplication.

> **Note:** Drills may be used for practice and for homework assignments. Set up standards of neatness, arrangement of papers, heading, etc.

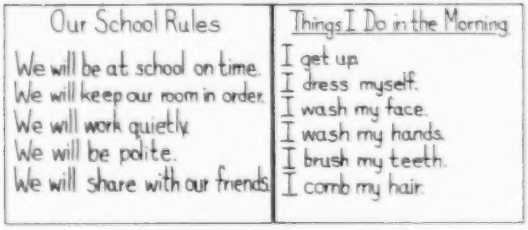
Be sure to check all homework. Ask parent to sign homework paper to indicate that he/she has seen it.

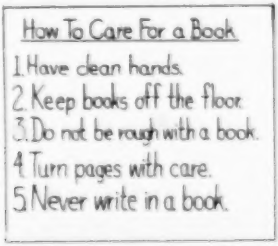
Reading

For children who can read in Grades 2 and 3, use the following approach:

Week I

1. Develop charts in connection with routines on a more mature level. Use these for reading.


Our School Rules
We will be at school on time.
We will keep our room in order.
We will work quietly.
We will be polite.
We will share with our friends.
Things I Do in the Morning
I get up.
I dress myself.
I wash my face.
I wash my hands.
I brush my teeth.
I comb my hair.


How To Care For a Book
1. Have clean hands.
2. Keep books off the floor.
3. Do not be rough with a book.
4. Turn pages with care.
5. Never write in a book.

2. Begin the reading of a longer story to be continued for several days.

3. If you have a class set of textbooks in any subject area, distribute one to each child.

Discuss how to handle a book, point out the title and the author. What is the book about? Look at the table of contents—chapter headings, etc. Turn to a page at the beginning, middle and end of the book. Read silently a short passage on these pages. Discuss.

- **What is it about?**
- **Difficult words?**
- **How will the book help us?**

Send home one or two books each day to be covered and returned the next day. Check the label—each child should enter his/her name, date and class.

Week II

1. Develop charts in connection with social studies theme.

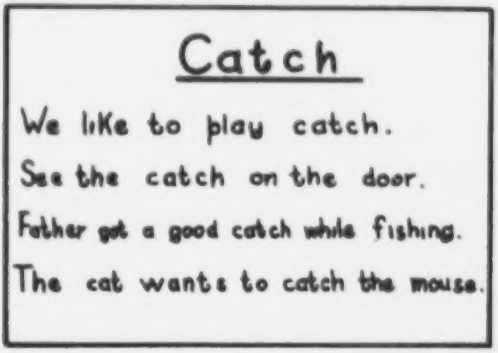
We Want to Know About

1 Kinds of houses
2 What houses are made of
3 Building a house
4 Machines that help build houses
5 Rooms in a house
6 People who live in our house

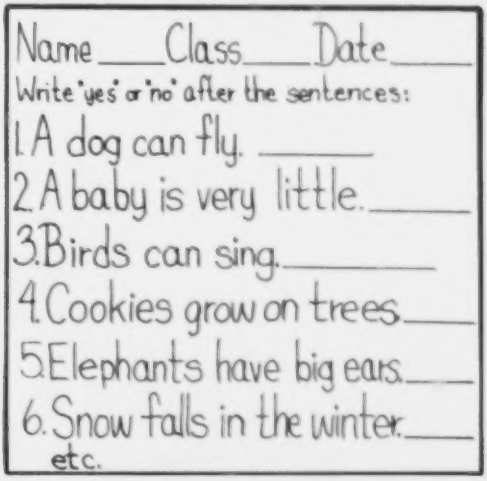
Our Pet Plans

Bring pet pictures to school
Bring pet books to school
Bring pet toys to school
Write stories about pets
Go to see some pets

2. Vocabulary Development Charts. Plan a *New Words Chart*. Add new words as they come up in social studies, reading, etc.



3. Exercises in Comprehension. Ask the appropriate school aide to duplicate material which you have prepared—the degree of difficulty depends on the maturity of the class. Example:


Name ____ Class ____ Date ____
Write "yes" or "no" after the sentences:
1. A dog can fly. _____
2. A baby is very little. _____
3. Birds can sing. _____
4. Cookies grow on trees. _____
5. Elephants have big ears. _____
6. Snow falls in the winter. _____
etc.

Call on the children to read each sentence before they write anything. Go over difficult words by finding little words in big words, sounding out words, looking at endings.

Another type of practice exercise in comprehension.

Name _____ Class____ Date____

John and Maria went to a store after school. They wanted to buy a present for their mother. They looked at dresses and skirts. They could not find anything they liked. Then, Maria had an idea.

The children bought some clay. John and Maria went home and made a flower pot for their mother. Mother opened her present. She cried and hugged them both.

Sample Questions:

1. Where did John and Maria go?
2. Why did they go there?
3. What did the children buy?
4. What did they make?
5. Who was the flower pot for?
6. Why did mother cry?

Give the children a few minutes to read silently.

The questions are to be answered orally.

Ask a child to read aloud the sentence that provides clues to the correct answer.

Ask for a good title for the story.

> **Note:** Do not distribute basal readers until you have determined the levels for grouping. (See section on planning for reading.)

4. Written Communication

- Write cooperative stories based on child's experiences.
- Teach through modelling, techniques of writing as a process—prewriting, drafting, revising, editing, and publishing.
- Develop activities in which children experiment with personal narrative writing.

— Children select individual topics based on true, recent experiences.

— Use literature and/or discussion as a springboard to writing.

— Children confer with the teacher and/or one another as an aid to revision.

— Beginning writers tell their stories through drawings and/or invented spelling.

— Circulate around the room providing assistance as necessary.

— Teach mechanics of spelling, sentence structure, etc. as the need arises.

— End each writing session with a 10-15 minute author share period.

- Provide two writing folders per child—one for pieces in process, the other for completed works.
- Publish students' work whenever feasible, e.g. classroom or school bulletin boards, school newspaper, etc.

Start-ups for Grades 4-6

The First Day—A.M.

Before Children Arrive

• Come early, clock in, and pick up keys.

• Check your materials—roll book, plans for the day, chalk, eraser, paper, extra pencils, and other supplies.

• Write your name on the chalkboard.

Meeting Your Children

• Go to place of assembly: yard, gym, lunch room, auditorium.

• Direct children to line up.

• Direct leaders to the proper staircase, telling them to stop at each landing. Ask two children to hold doors. Use a quiet, firm, audible voice when giving directions. Walk in the center of line so that you can see all the children. Have the children stop at each landing as they ascend or descend stairways. Make sure everybody is quiet. Stop at the door to your room. Wait for complete silence. Check size places. Instruct children to enter room quietly and to line up—girls on one side, boys on the other. Wait for complete silence after everyone is in the room. Greet your class—point to your name on the chalkboard, pronounce it, ask the class to pronounce it.

• Tell the class you will assign seats which may be changed if necessary.

• Seat children with special problems (hearing, sight, behavior history) in appropriate places (near front and center or near your desk). Assign remainder of seats. Make seating chart by having children sign in boxes on chart you have made.

• Determine any special problems (seat too small, vision obstructed) and make appropriate changes such as shorter children to be seated in front near chalkboard so their view is unobstructed.

Caution: At all times, be sure you have every child's attention. Never talk above the children's voices.

Speak softly so that the children will have to be attentive to hear you. Do not permit children to talk out or to shout across the room. The very first time this occurs, stop what you are doing. Look firmly at the child, wait for complete silence. Then quietly but very firmly say, "In our class all children must raise their hands and wait to be called on before they speak to us."

From that time on, never ignore a violation of this rule. Whenever a child forgets, stop what you are doing, look at the child, wait for complete silence, then say, "Who can remind us of the right way to act when he/she has something to tell the class or the teacher?"

Setting Up Routines

• Assign wardrobe hooks. Give directions for standing when row is called. Walk to closet via front of the room. Stand at closet and assign numbered hooks. Pupils return to their seats via the rear of the room.

Note: If there is any confusion or noise, ask children to be seated. Talk in a firm, controlled voice about the need for order and quiet. Repeat procedure.

• Lead the salute to the flag.

• Take attendance by calling names. Ask children to respond by raising hand and saying "present or here." Mark the roll book according to the instructions printed in the front of it. (Leave space blank if child is present. Mark "a" if child is absent.) Please read these instructions carefully and follow them faithfully.

• Record attendance as required in your school.

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Class_____ Date_____

Register_____

Absent _____

Present_____

(list names of absentees)

• Discuss the importance of regular attendance and punctuality. Point out that late students miss work and inconvenience others. Stress importance of notes from home when absence has occurred.

Setting Standards

Discuss and demonstrate the following:

• Routines for entrance and dismissal.

• Line up procedures.

• Leaving the room (sign time in an out-of-room book, take pass).

• Behavior in halls.

• Proper attire.

• Safety habits — outside the school,
inside the school,

(crossing at corner, waiting for light, no running, book bags out of the aisle, feet under desks).

• Fire Drill routine—(select drill leader, go over signals, route).

• Respect for other children in class, gym, assembly, lunchroom, etc.

Establishing Good Habits

Discuss ways in which we get along with each other in the classroom (raising hand for recognition, sharing materials, waiting one's turn, listening to others, respecting the rights and belongings of others).

Point out that certain materials are needed daily—notebook, pencils, pen, homework assignment book, appropriate text.

Discuss the purpose of homework with the class. Make certain that materials needed for homework assignments are readily accessible to the students. For example, a student's family may not subscribe to any newspapers or magazines. This may make it difficult in some cases for a student to obtain copies of certain publications.

Code of Behavior

Relate to the new school year. What are some important rules we must agree to if we are to learn to get along with one another and to do well this year? Encourage the children to give their ideas.

Write these on the chalkboard. Have the class evaluate and select those which are important. Limit items to 5 or 6.

Ask children to copy into their notebooks. While they are writing, you walk around the room to check, to give suggestions for improving neatness, format, etc. Make a note of items so that you can prepare a chart. Example:

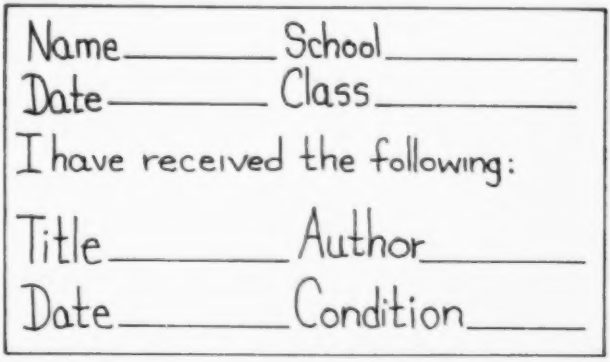
Our Behavior Code

1. I will wait my turn.
2. I will raise my hand to ask a question.
3. I will settle all differences by talking them over.
4. I will respect the rights and property of others.
5. I will come ready every day to do my work.
6. If I finish my work early, I will read quietly.
7. I will not get out of my seat without permission.

Distributing Books

If you have any class set of books, follow this procedure:

- Use the school form book receipts.
- Or set up your own. Distribute paper (put number of papers needed on front desks or on tables and ask children to pass the rest back). Ask the children to copy from the chalkboard as you write:



- Collect the receipts and redistribute for additional books, as needed.
- Discuss proper handling of books (clean hands, care in turning pages, etc.). Check entry of data of book labels by walking around room as children are writing.
- Discuss need to cover every book.
- Examine the book with the class. Discuss the information on the title page, table of contents, chapter headings, illustrations. Give the students a few minutes to thumb through the book. Ask for comments.
- Read silently, then discuss the first paragraph or section. How will the book be useful in our work?
- According to the curriculum area of the text, give pupils an idea of general topics to be studied this year, i.e., Grade 4—Explorers, colonists.

Keeping Notebooks

Discuss the organization of looseleaf notebooks. Stress the need for a section for each subject; proper headings; etc.

Choosing Monitors

• Using children's suggestions, decide on jobs needed to be done. Make a list on the chalkboard (to be transferred to a chart). These jobs include care of plants, chalkboards, office monitor, clothing, attendance monitor, line monitor, homework monitor (collect homework each day and put it on your desk). Select volunteers, explain the system of rotation.

Class Elections

• Tell children to think about election of class officers which will take place in the near future.

Mathematics

Have a quick oral drill on addition and/or subtraction facts. Begin with facts within the first decade, proceed to higher decades according to the maturity of the students. Example:

2 + 8 =	10 – 2 =	8 + 8 =	16 – 8 =
3 + 4 =	7 – 4 =	6 + 5 =	11 – 5 =
1 + 9 =	10 – 0 =	7 + 6 =	13 – 6 =
4 + 2 =	6 – 2 =	9 + 9 =	18 – 9 =

etcetera

(Begin to note the children who need help.)

Teach a new concept using the *Mathematics Scope and Sequence* for the grade as a guide.

Example: Grade 6—Geometry

Select 3-4 terms denoting geometric figures.

Give a related homework assignment (15-20 minutes duration).

Example: complete sentences using the terms discussed.

"This window has the shape of a (triangle, square, circle)."

"A (circle, square, triangle) would most represent the shape of the earth."

Children should make up original sentences using terms. Be sure every child understands the assignment. Encourage questions. On the chalkboard write the assignment which the children copy in their assignment book or on paper.

Dismissal

Ten minutes before lunch dismissal, stop work. Put things in order. Review with children procedures for line-up, exit, behavior on staircase and halls, time for return from lunch.

Determine which children eat lunch in school and those who go home. Follow school procedure for dismissal of each group.

The First Day—P.M.

Meeting Your Students

- Escort students to the room following routines set up in the morning.
- Watch behavior and procedures carefully. Discuss and evaluate with students. "Did we remember to do all the things we spoke of this morning?"
- Take attendance.

Creative Writing

Start discussion on "The Best Day I Had This Summer." List topics on the chalkboard such as

- a day at the beach
- a day at the park
- a visit to a relative
- a trip
- an exciting ball game.

Tell children you would like to read about their exciting days. Discuss what constitutes a good beginning sentence,

(excites, arouses interest of readers). On the chalkboard put 2 or 3 good sentences as dictated by children.

- List some words they might like to use, e.g., exciting, frightened, adventure, humorous.
- Distribute paper. Go over school heading—write a sample of it on the chalkboard.
- Give directions for writing title—skip a line, center title, capitalize. Talk about neatness.
- Review simple mechanics (indentation, capitalization of first word, punctuation at end of sentence, margins).
- Give approximate length (depending on ability of students)—3 sentences—1 page. While children write, walk around room, helping them as needed.
- Allow about 15 minutes for writing (stop when the majority seem to be finished). Give a two-minute warning. Pencils down!
- Give one or two children an opportunity to read their work.
- Ask first person in each row to collect papers.

Outside Reading

- Ask children how many have a public library card. Discuss the importance of membership; benefits to be derived.
- Discuss how to join, location of nearest library, plans for class trip to the library during the year.
- Talk about school library: how to use it; services it offers.
- Plan to set up class library. Choose best place in room (consider light). Discuss what kinds of books children like to read, ways of obtaining books, system of borrowing, recordkeeping, etc.
- Introduce chart which will be used to display the number of book reports completed by each child.

Current Events

- Begin with a discussion of what we mean by "current events."

• Reconstruct an important news event that occurred during the summer. (For younger children, emphasize the city news, for older children use a national or international news item.) Emphasize topical events.

• What happened? Why is it important? What are the issues?

• When possible, use large wall map. Discuss the location with relation to the United States, New York City, NewYork State.

• Set up a plan for discussing developments in the news; use 5 to 10 minutes daily. Appoint a monitor to post news on a bulletin board. Get ideas from the children regarding a good title for a news bulletin board: "What's New?" or "Faces and Places in the News."

Names in the News. Give an assignment for clipping one item of importance in the news and coming prepared to tell in their own words what it says.

Evaluation

About 15 or 20 minutes before dismissal, stop what you are doing. Review with the children what has been accomplished the first day. Talk about the assignments including:

• covering textbooks (if any)

• mathematics homework (if any)

• current events homework

• getting materials such as notebook, assignment book, pencils, pen, etc.

Plan with class for next day including setting up notebook, class learning centers, preparing work folders, distributing other books.

After the Class Leaves

Review your plans for the first day. Check off what has been done. Note items you did not accomplish.

To Get Ready for the Second Day

- Look over plans for the second day.

- Arrange centers in your room as discussed with your children, i.e., library corner, current events, science, etc.

- Prepare housekeeping chart, titles for bulletin board displays such as "Good Work or "We Are Proud," "Library Members."

- Read compositions. Make one or two corrections of form. (Do not discourage children by filling the paper with corrections.) Write a brief comment on each paper such as, "Very good" or "Interesting story" or "Can you tell us more?"

- Prepare a list of 10 sentences taken from children's work which contains the most common errors of usage or of form. They might make errors in capitalization, punctuation, agreement, possessives, plurals, etc. Try to limit the type of error to *one or two*. If possible, have these rexographed in time for the lesson on the following afternoon.

- Prepare a marking book in which you will record marks for tests, homework, etc. List names alphabetically — use ruled boxes in sections for each area including Reading, Mathematics, Communication Arts, Spelling, Social Studies, Science, Homework, etc.

The Second Day — A.M.

Morning Routines

- Arrive early. Meet your class in the yard.

- Follow same procedures for walking up to the room, entering room, taking seats, hanging up clothing. Assign seats to new children.

- Take attendance in the same way as the first day. Check your seating plan. Record attendance on the chalkboard.

- Ask a child to establish patterns such as "Class, stand. Pledge allegiance."

Preparing for Good Work Habits

• Check to see that every child brought a loose leaf notebook to school. Help children set up the notebook with a separate section for each subject area.

• Check the homework assignment book. See that every child copies assignments on a dated page.

• Prepare work folders. Pass out construction paper or large drawing paper. Give directions for folding into a booklet with a 3 to 4 inch pocket folded on the inside.

• Ask children to print on the outside the title, **My Work Folder,** name of child, class. As they decorate covers, walk around the room to staple flaps as well as to check each folder. Collect the folders, place in convenient spot according to rows or tables.

Book Distribution and Reading Lesson

• Distribute one or two sets of books if you have them.

• Add information to the book receipt.

Work on vocabulary building in the following way:

• Ask the children to turn to a specific page which you designate at random. They are to read silently until they have come across 3 to 5 unfamiliar words in the text which will be written in their notebooks under a suitable heading such as *My New Words.*

• When the majority of the students seem to be ready, call on the children to give their words. Write 5 to 10 words on the chalkboard. Fill in meanings which other children can supply correctly without use of a dictionary. If you have a class set of dictionaries, have children look up the rest of the words. Without a class set, ask 2 or 3 children to look up meanings using available dictionaries. Call on a student to read the original sentence from the text containing the new word. Ask the child to reread it using a synonym (if this term is unknown, explain what you mean).

• For homework, assign the writing of original sentences for the 3 new words they found in the book.

Mathematics

• Direct students to put homework on the desk. Check to see if every child has done the assignment. For those who have not, determine reasons. Discuss with the class the importance of doing homework daily. Tell them you will check every assignment; children will be marked for failure to do homework. Have a special page in your marking book to record data. Go over the assignment by calling on volunteers. Ask for other ways of doing examples, other answers. Correct misconception. Encourage students to feel free to question any answer they are unsure of throughout the lesson.

• Proceed to the new lesson.

(See suggestions for Mathematics activities for Week I and Week II, Grades 4, 5, 6.)

• Give homework assignment related to day's activity. Go over in detail standards for arrangement of paper (heading, fold boxes, number the examples).

Dismissal—A.M.

• Stop work 10 minutes before dismissal time.

• Clean up. Get ready for line up.

The Second Day—P.M.

Take Attendance. Record on Chalkboard

Spelling

• Use Spelling List C for words in Grades 4, 5, 6.

• Take some spelling words each week from content subject areas (social studies, mathematics, etc.).

• Give pretest and go over words.

• Have children write misspelled words correctly 3x each for homework. In addition, the children are to use the words they misspelled on the spelling test in a short paragraph.

• Tell children there will be a spelling test at end of each week.

Written Communication

• Distribute compositions you have corrected. Comment on how much you enjoyed reading their stories. Select two or three stories you thought were particularly good and ask the children to read them to the class. Follow with a discussion as to why they think you selected these as being outstanding. (You are developing standards.)

• Write on the chalkboard, display on overhead projector, or dis-tribute rexographed sheet of 5 to 10 sentences containing common errors. Tell the children these are direct quotes from student papers but do not reveal names.

• Elicit corrections from the class. Have the children make corrections on their own rexographed paper or on the chalkboard.

• Tell children to reread their own papers to look for similar errors and to make corrections. You have begun to establish the habit of proofreading.

• Distribute papers for rewriting their compositions with corrections. Remind the class of the desired format including good penmanship, neatness, margins, etc. Indicate that you are going to display the best work in the room. Walk around the room to help individuals as they work.

• Allow 10-15 minutes for rewriting, then collect papers.

Current Events

Check to see that every child has done homework. Again, discuss the importance of doing assignments daily.

• Begin to set up a routine for discussion of news including the following: news monitor asks for contributions, child comes to front of the row, reads headline, tells the main idea, shows pictures. Monitor asks for comments, questions, additions. Teacher asks guiding questions, clarifies ideas, refers to the map.

• Train children to use reading skills in preparing Current Events material (i.e. skimming, main idea, etc.)

• Warn children to be selective, to avoid trivia, to ignore gossip, crime, etc. News monitor then collects items and tacks them on the bulletin board.

> **Note:** It is recommended that you select one or two items of current interest and explore them in depth rather than attempting to cover many unrelated items superficially.

Evaluation and Planning

Discuss with the children what has been accomplished. Go over the homework assignment for the next day which includes mathematics, current events, vocabulary study, spelling, covering of books, bringing spelling notebook and setting up proper sections on looseleaf.

Plan with children some of the activities for the next day such as posting the best composition, going over spelling tests, distributing more books, checking homework, etc.

Dismissal—P.M.

Follow procedures set up on the first day.

After Children Leave

Check off on plan what you have accomplished.

To Get Ready for the Third Day

• Look over rewritten compositions. Mark each one with a personal comment stressing what the child did best. Select 3 or 4 well written papers to be posted.

• Check the mathematics homework. Write a brief comment on each such as "Good work" — "Can you be more careful next time?"

• Prepare list of synonyms for word game to use in vocabulary review. (See plans for the third day.)

• Plan a lesson in which you develop the children's interest in a theme in social studies. You may find it helpful to consult the section on suggested activities in the social studies section of this manual. These may be adapted to meet the specific needs of your children and the theme you plan to develop.

Remember these activities are suggested approaches. Your own ingenuity and imagination can often create an activity which will be equally successful.

• Plan lesson in mathematics. Use Scope and Sequence for grade.

• Write three or four related sentences in continuous discourse. Include errors of same kind as you worked on today. If possible, have these rexographed. If not, you may write them on the chalkboard or on newsprint. Ask children to underline errors and write correction above that word.

I always walk ~~too~~ to school. My ~~to~~ two friends join me. Sometimes we talk ~~two~~ to the mail carrier. She walks with us, ~~to.~~ too

The Third Day—A.M.

Morning Routines

Follow established routines. Review classroom routines and code of behavior. (See A.M., First Day.)

Reading

• Check homework in vocabulary development. Call on approximately 10 to 12 volunteers to pronounce a word they selected, to tell its meaning, and then to read their sentence.

• To reinforce vocabulary, tell the children they are going to play a game called "Definitions" (a variation of Bingo). Distribute unlined paper. Direct the class to fold the paper into 8, 10 or 12 boxes depending on the number of words developed in the list. Write the list of new words on the

chalkboard. Tell the children to copy one word in each square at random so that each paper has a different arrangement.

• As you give a synonym for each word, children mark off the appropriate square. The first one to fill a line calls out "Definitions." He/she must read each word checked, and give the definition.

Mathematics

• Return corrected homework which children place in their notebooks.

• Follow routines set up on the second day to check today's homework assignment.

> **Note:** As you become more proficient in classroom management, you will be able to check many assignments during the time when children are working on written activities in class.

• Proceed to new lesson. Develop the following format for a mathematics lesson:

Warm-up exercise (2-3 minutes). For example, addition and subtraction facts, multiplication and division facts.

Oral or written drill. Use simple problems involving skills used in Part I. Children should correct their own papers immediately following practice. Teacher notes the items needing reinforcement or reteaching.

Lesson of the Day (15-20 minutes). A check up of what has been learned by means of written work (3-4 examples of problems). Immediate correction to help teacher and children evaluate and plan for follow-up.

Homework assignment. Based on new work and for needs as revealed in the drill.

Setting up More Routines

Talk with class about importance of using every minute wisely. Bring up question of what to do when you have finished your work and are waiting for your classmates. Develop a list cooperatively, such as:

THINGS TO DO

❑ Study spelling words.

❑ Read a book.

❑ Work on *Fun with Mathematics.*
(See suggestions for independent activities.)

❑ Write a story.

❑ Work on reading games.
(See suggestions for independent activities.)

❑ Make a map (U.S., N.Y.C., N.Y.S., my block, my school neighborhood).

❑ If there is a computer in the classroom, the student(s) may have extra time on the computer.

❑ Work on arts/crafts project.

Dismissal—A.M.

- Stop work ten minutes before lunch dismissal.
- Follow set pattern of routines.

The Third Day — P.M.

Routines

- Follow routines for entrance to room.
- Take attendance. Record on chalkboard.

Spelling

- Go over spelling homework.

Written Communication

- Distribute revised copy of composition.
- Have some students share their compositions.
- Distribute work folders — instruct children to place compositions in folder.

• Distribute a rexographed story containing errors in usage or form or write on chalkboard, or display newsprint).

• Go over instructions by having children read them aloud. Instruct children to follow directions by rewriting passage correctly in their notebooks (in section on composition). While children are writing, walk around room and give help as needed.

• When most children have finished, go over each error by asking children to come to chalkboard, put a line through error and rewrite correctly. Children correct their own errors.

Social Studies

Motivate your social studies theme based on the planning you did in preparing for the third day. You may have decided to read a story, play a record, or show a filmstrip. Remember to remain flexible. If your initial activity spontaneously leads into another activity, try to use it to further strengthen the motivation. For example, the children may wish to sing a song they have just heard played on a record or tape. Use this activity to heighten enthusiasm.

Conduct a discussion of several pertinent questions which you believe will develop deeper interest in the theme.

Listed below are the topical themes for social studies for grades K-6:

Kindergarten through Grade Six

Kindergarten	Self and Others
Grade 1	Families
Grade 2	United States Communities
Grade 3	Exploring Communities around the World
Grade 4	Exploring American History through Local Community Studies
Grade 5	United States, Canada, and Latin America
Grade 6	Contemporary Europe, Mediterranean Lands, Africa, and Asia

Distribute books and other reading material available in the classroom which children may read for background. Recommend they use their textbooks (if available) as an additional resource.

Suggest to class that they might want to go to the library to look for books about the subject, and to look in magazines for pictures they can use. For homework ask children to talk to parents about the questions or to read a few pages of their text, library book or other reading material on the topic of discussion. This will make it possible to decide more easily what questions and problems they would like to investigate and study.

Current Events

- Follow established procedure.

Evaluation and Planning

- Follow established procedures
- Go over homework assignment

Dismissal—P.M.

- Clean up.
- Follow routines for dismissal.

Suggestions for Additional Activities In Grades 4, 5, 6

Reading

Use material other than basal readers until you are able to determine grouping (see section on Reading).

Week I

- Teach reading lessons using texts in social studies, science, mathematics.
- Skills — parts of a book, skimming, locating information, special vocabulary, reading maps and diagrams (see section on Reading).

Week II

• Teach reading through the use of a newspaper.

• Skills — parts of a newspaper, reading headlines, use of index, special columns, editorials vs. news.

> **Note:** If possible order children's papers such as *Junior Scholastic* or *News Time*. (Consult supervisor.)

Social Studies

Week I

Continue study of social studies theme. Develop list of subtopics. For the time being work with the entire class as a "committee of the whole."

Children may read in the social studies textbook(s) to get answers to questions. (Emphasize thought questions—Why? How?)

• Begin to collect a variety of books on the subject for additional information (see school librarian, public library, grade leader).

• Begin to plan with the class for variety of activities—making maps, seeing film strips, preparing charts, and other illlustrative material. (See suggestions in *Grade Guides.*)

• Start vocabulary list of social studies words.

Week II

• Continue reading in the textbooks.

• Develop with class outline of important facts to remember.

• Begin to prepare display of individual projects (maps, charts, booklets).

• Plan lesson in map skills.

As the Term Progresses

Independent Activities

Start to accumulate a file of activities for *Fun with Mathematics* and a file of activities for *Reading Games*. A

separate activity or game should be written or typed and stapled to a small sheet of oaktag.

Each of these provides practice or drill in a specific skill. You can get many suggestions from workbooks, texts, syllabi, professional periodicals such as *The Instructor or Grade Teacher*.

Children will use these for independent work, or reinforcing skills, and for further work upon completion of assignment.

Room Arrangements—Centers of Interest

On pages 241, 242 and 243 we have offered three possible floor plans for an elementary classroom. Which concept you choose will, of course, depend on your own teaching style, the physical space available to you, and the input of your supervisor, whichever room arrangement you pick, centers of interest and room arrangements should be dynamic. They should be changing constantly to reflect ongoing activities. Items should be provocatively labeled. A basic background color scheme should be used. Children's work should be displayed. All materials should be of current interest.

Library corner should
- —be labeled
- —be in a light part of the room
- —indicate the levels of books
- —have a record of books read by students (card file, chart).

Science corner should
- —reflect unit studied
- —contain growing things
- —include a weather chart
- —have a provocative question and some manipulative material.

Art Center should
- —have a schedule posted for working at the easel
- —have a chart with rules for setting up and cleaning up
- —have materials readily available (paper, paints, brushes).

Social Studies Theme Bulletin Board should
- —contain problem, sub-problems, children's work
- —list schedule of planned dates
- —include the vocabulary
- —contain activities planned (trip, film, play, fiesta)
- —have illustrative material (maps, charts, children's art work).

Mathematics Corner should
- —have materials available (i.e., scale, standard measures, flannel display board and other manipulative materials)
- —additional problem solving materials such as task cards, or stories created by students in the class that contain problems.
- —reflect area of study; e.g., Numbers in a Series. Can you do these?
  2, 6, 10, —, —, 22
  2, 5, 11, —, —, 95
- —contain some enrichment material, e.g., history of time measurement, mathematics in the news.

Chapter Three
The Road to Discipline

As a new teacher, you probably have concerns about "maintaining discipline." "How will I get my students to behave?" There are many techniques which contribute to good discipline in a classroom, but an effective teaching-learning process is the key to good discipline. If you know what you want your students to learn, if you capture your students' natural curiosity and capitalize on their interests, if you involve them in active participation and in cooperatively setting guidelines for behavior, good discipline will be a natural outgrowth from these principles.

The application of guidance principles is also integral to good discipline. Teachers who recognize that we "do not teach fifth grade, or third grade, mathematics or reading" but that we teach *children* intuitively understand the principles of guidance. Children have emotional and social as well as intellectual needs. Each child needs reinforcement from the teacher which says, "You are unique and valued as an individual." If children receive positive feedback as learners they are better able to see themselves as worthwhile people. This in turn contributes to their success as learners in a cycle of positive growth.

Discipline

Good discipline also depends on your own attitudes and understandings. These determine the kinds of relationships that you can establish and maintain in the classroom.

To be a "good teacher" not an unyielding martinet nor an all-accepting friend but an adult with whom children can work effectively — you must begin with:

• A genuine regard and concern for your children as human beings. Every child, whether 4 or 14, can tell instinctively whether you like and respect him or her — and each child will react accordingly.

• An understanding that most children are extremely sensitive to praise and criticism. Their psyches are fragile. Err, if you must, on the side of kindness and compassion.

An understanding of the ways in which children are alike. Big or small, bold or shy, they seek security and recognition, they thrive on achievement and appreciation, and they want to be liked and to belong if you give them the chance.

An understanding of the ways in which children are different. There are obvious differences such as size, sex, ethnicity, appearance and personality. There are less obvious differences such as family backgrounds, life experiences, abilities, talents, aspirations, social maturity and emotional reactions. You probably will never get to know your children completely, but the more you recognize their differences and learn about them as individuals, the more successful you will be in your relationships with them.

An understanding of your own strengths and weaknesses. Don't attempt to "mimic" the behavior of a more experienced colleague. Be yourself! Adapt successful disciplinary techniques as you find your style. In order to be effective, you must be comfortable and confident with your actions.

Of course, as important as attitudes and understanding are, they are not enough in themselves. They are a beginning. To proceed further along the road to discipline, you must grasp the answers to some key questions. Also you must be able to apply those answers in actual practice.

Some Basic Questions — and the Answers

How can I encourage students, by my manner in the classroom, to behave and to work with me?

- Have every child participate in cooperatively developing your class code of behavior. Your code is clearly posted in your room. Be sure that your code of behavior is within the parameters of the school's code. A copy of the behavior code may be sent home for the parents to read.
- Make sure the children know what is expected of them.
- Act as if you expect students to be orderly from the minute they walk into your room. Show that you take this type of conduct for granted.
- Have everyone's attention before you start talking. Stop when there is noise or inattention. You can use a special signal to alert the children that you want their attention. (Tap a desk, flicker the room lights, etc.)
- Speak quietly but audibly. Don't shout, nag, plead or repeat. Use vocabulary which is natural to you as an adult and is also understandable to the children. Speak clearly. Answer the children's questions.
- Don't talk too much. Ask questions. Involve the students in discussion or activities.
- Be businesslike but also be friendly. Smile on occasion. Show that you have a sense of humor but within reasonable limits.
- Do not allow digressions to cause lessons to stray from planned instruction. However, at some times a digression may initiate a teachable moment. Seize it.
- Without fuss hold students accountable — for lateness, for absence, for homework, for other obligations.
- Maintain your dignity but don't be pompous or perfect. Admit your own mistakes. You are human, too.
- Treat minor misfortunes calmly and efficiently, for example, books falling or liquid being spilled. Then pass over the situation quickly and continue with the lesson or activity. Sometimes humor can dispel minor tension.

How should I handle group infractions or misbehavior?

• Don't wait to modify your instruction until a class is out of hand. When children become restless, change your activity, your approach or your tempo.

• Be aware of children's need for varied activities and physical exercise. Young children have limited attention spans.

• Focus on the individuals rather than the class in general. Try to draw disruptive students into the learning process by asking them questions or assigning them to appropriate activities.

• Keep your temper and your poise. Children may test you to find out how far they can go. It is your classroom! You are in charge!

• Avoid making threats, but if you do make a statement be able to carry it out.

• If you continue to have difficulty, analyze possible cause: your manner or attitude, your management of routines, your teaching procedures, your relationships with individual offenders, etc.

• Don't hesitate to seek help or advice when you need it, from an experienced colleague, a guidance counselor or a supervisor. While you must try to solve your own problems, don't wait until a situation is beyond control. It is not a sign of weakness to ask for help, it is an indication of intelligence.

How should I deal with individual offenders in the classroom?

• When a child is committing some minor infraction — inattention, calling out, annoying a neighbor — try pausing and looking directly at him/her. Talk to the child privately while the rest of the class is working. Relocate the child if necessary. Avoid a confrontation in front of his/her classmates.

• After a correction or reminder, treat the issue as closed.

Act toward the offender as you do toward other students. Do not hold a grudge against a child. Every day is a fresh start.

- Emphasize the behavior, not the student, so that it is the action you disapprove of rather than the individual. Stress that the class is being disturbed or impeded rather than the teacher. Maintain a positive relationship with the child even when reprimanding him/her.

- Don't argue. Don't lose your composure. Instead see the offender alone at another time when emotions have calmed.

- Don't force an issue so that a child is made to lose face. Don't embarrass or humiliate a child.

- Never send an offender out of the room alone. In an emergency, where a child must be removed, send the child with another student and a note or referral slip, or send another child to the nearest office for assistance.

- Never use corporal punishment. Avoid placing your hand on a student especially in a tense situation.

- Remember you must maintain a safe teaching-learning environment and protect all of your students.

How should I deal with serious discipline problems that cannot be settled in class?

- Talk to the offender in private. Try to determine the causes of the misbehavior. Try to reach an agreement or understanding. Calmly, make the child aware of the consequence of his/her actions.

- Make the punishment fit the offense. For example, give the child who has thrown papers on the floor an assignment as basket monitor. Remember, however, that every offense need not be punished, particularly where it is a first occurrence, and an understanding can be reached.

- Always leave offenders with the feeling that they have a chance to redeem themselves.

- Keep an anecdotal record of continuing serious offenses.

- Contact appropriate school authorities (guidance counselor, dean, School Based Support Team (SBST).

• Initiate parent contact.

• Use the resources at your disposal:

—Familiarizing yourself with school's policy on discipline and ladder of referral.

—Checking the child's record for his/her background and achievement information.

—Getting information and suggestions from other teachers who know the child.

—Speaking with the child.

—Analyzing your own approaches.

—Channeling the student's energies into useful activities.

—Communicating with or seeing the parent in accordance with the procedures in your school.

—Keeping an anecdotal record for chronic offenders.

—Consulting informally with a supervisor, a counselor or an experienced colleague.

—Trying behavior modification techniques. When the child exhibits desirable behavior, reward him/her.

• After you have exhausted your resources without results:

—Refer the case to a supervisor, dean or counselor in accordance with school regulations.

—Include on the referral form the specific offense or offenses and the measures you have taken to help the offender.

—Avoid the temptation of making a diagnosis. Be professional in all of your comments.

—Send additional material that will be helpful, such as anecdotal records.

• In an emergency situation such as a fight or a serious threat:

—Protect yourself and all of your children (including offender).

—Make an immediate referral with or without an official form. (Remember that the offender is never sent out of the room alone.)

—Send the form later if necessary.

How should I handle specific types of disciplinary infractions?

Constant Talking

Ask student questions so that he/she must pay attention. Check student's work. Assign to activity such as chalkboard. Change the child's seat. Give child a disciplinary mark in your record book. Continue lesson.

Calling Out or Interrupting

Insist that students must raise their hands and then be called on to recite. Be consistent. Refuse to accept or give credit for an answer that is called out. Stress that other students should be given a chance to respond. Give student opportunities to answer questions in approved fashion. Talk to student after class if necessary. Continue lesson.

Refusal to Do Work or Open Defiance

Make notation; then speak to student privately. Determine cause: instructions not understood, physical indisposition, emotional reaction, lack of motivation, home problem, etc. Initiate appropriate follow-up action to match the infraction. Do not overreact. Continue lesson.

Fooling around or Horseplay

Keep class working so that the offender or offenders are isolated. Insist calmly but firmly that nonsense be stopped. Check work and make notation in marking book. If misbehavior stops quickly, continue lesson as if nothing has happened. If misbehavior continues or is repeated, see offender or offenders after class or after school. Follow-up as needed. Continue lesson.

Improper Language

Indicate calmly that language is improper and uncalled for. Don't take obscenity as personal affront but as offense

against class and school. Explain that "street language" is inappropriate in a school setting. Show approval of child who is modifying language pattern. If remark is just one outburst of temper, keep your own record but try to adjust matter by talking to the child in private. Don't insist on public apology. If child is sorry, his/her changed attitude will be evident to the class. If improper language is repeated or is part of a poor behavior pattern send referral form in accordance with school regulations. Continue lesson.

Leaving Room without Permission

Don't try to stop student by physical force. Send another student with note to inform suitable school official. Mark student as cutting for time he or she is out, and follow school procedure for cutting. Continue your lesson. Follow up when student returns, using resources at your disposal. Suit your actions to the causes and the student's attitude.

Argument between Students

Separate students quickly. Seat them in different parts of the room. If argument stops, see each student separately, and then together. Listen to both sides of the argument. Make certain argument has been settled. If argument threatens to continue after class or after school, notify appropriate school authorities and parents. If argument continues in class, send one of the disputants out with another student either to an adjoining teacher or an office, with a note. Continue lesson.

Fight between Students

If fight starts, open classroom door and call loudly for assistance. Attempt to break up fight with a minimum of force. Avoid stepping in between the combatants. Instruct the other children to remain calm. Move them away from danger. Be careful. Resume lesson as soon as order has been restored .

Teacher or Student Possessions Missing

Close the classroom door. Give the child a chance to return article immediately without penalty, and possibly without detection. Place a box on your desk and give each child an

opportunity to deposit the missing item. Privately, give witness a chance to retell the incident. Children often "tell on" each other. If article is not returned and you find the offending child send referral form at once. Theft is a serious offense. If article is not returned or discovered, send promptly for school official. Keep class in room until official arrives. Do not search children.

Note: It is not possible to cover every type of infraction or to give a precise formula for coping with each infraction. The situations and measures described are illustrative and are intended to serve as a guide. Much will depend on your own judgment, also on the regulations and procedures in school where you are assigned.

How can I motivate students to work with me not because they have to but because they want to?

• Show an individual interest in your students — their health, their problems, their achievements. Quickly learn the first and last names of your students.

• Establish class procedures and standards of behavior in cooperation with the students so that these standards and procedures are theirs as well as yours. Modify your code, if necessary, as the school year progresses.

• Trust students without being naive. Take a student's word unless you have good reason not to. Make the students feel that you believe in them so long as they do not take advantage of your confidence.

• Give students a feeling of success through assignment of reasonable tasks and your personal encouragement.

• Praise the class and individual students for good work, cooperation or improvement. Show that you appreciate their efforts and abilities.

• Stress the positive — what should be done rather than what should not be done.

• Be fair and consistent. Don't have favorites. Don't accept infractions at one time and condemn them at another time.

• Show students the same respect and courtesy that you expect from them. Avoid sarcasm. Don't be arrogant or condescending.

• Show your students that you like them and are concerned about them. They will respond in kind.

Now that you have read the questions and the answers, have you completed your short course in discipline? Not quite. Even if you were to apply successfully the techniques and precepts suggested here, you would still need to remember two basic precepts.

1. Careful advance preparation combined with systematic routines create a setting for pro-social behavior. These have been described, with particular reference to your first few days of teaching, in the previous section. Orderly procedures and efficient class management make it easy and even necessary for students to behave. What is more important, perhaps, is that such procedures provide an environment in which your students and you feel comfortable and secure. This kind of environment is a prime requisite for good discipline.

2. Your main goal is instruction rather than discipline as such. This does not mean that you can substitute permissiveness for order.

Beyond these two precepts, you must watch for the student who needs guidance rather than "discipline." The quiet child who is not participating in class activities may require guidance service.

You should also consult with and profit from the guidance personnel in your school. They may have various designations — guidance counselor, educational and vocational counselor, teacher-counselor, grade advisor. It is imperative that you quickly familiarize yourself with the resources of these professionals in your school.

Chapter Four
Planning and Teaching

Planning is essential if you are going to be effective as a teacher. Whether you are a beginner or have been teaching for many years you *must* plan if you are going to successfully guide the learning experiences of your children. Proper planning will enable you to achieve the maximum in results and to utilize your time and energy wisely. It will help you to use available resources efficiently and to coordinate the services of other available school personnel. Planning will provide for the sequential, logical and orderly development of learning in those areas of the curriculum where it is needed. It will also allow for the development of the spontaneous interest that is part of the learning process of every child.

Characteristics of Good Planning

Good planning considers the individual needs, interests, and abilities of all the children. In planning you must strive to reach every child in your classroom. The rigidly planned class lesson often results in lessons which start before some children are interested or end before the interest of some children is exhausted.

It is therefore important to learn about the responsiveness of each child, about the capacities of each and how to best utilize them.

Lessons and activities should be designed for all the children in your class, the bored, the interested, the secure, the insecure, the bright and slow. Plan for each child! Stimulate each child. Create a classroom environment which will make each child want to learn.

Remember you are working with children at a time in their lives when they most need help and are most responsive. It is your responsibility to help them achieve their fullest potential.

The Importance of Educational Objectives or Aims[1]

Texts and bulletins often stress objectives. However, how often are objectives prepared in terms of the following questions:

- What am I going to teach? What do I want the children to learn?
- How will I know if the children learned what I taught?
- What procedures and material will work best to teach what I want to teach?

Your educational objective must be clear both to you and your students. You might say, before you decide on how to reach your destination you must know what that destination is. When a clearly defined destination (goal) is lacking, there

[1] Throughout this chapter the terms "objectives" and "aims" are used interchangeably.

is no sound basis for selecting appropriate materials, content or instructional methods, and it will be difficult for the teacher to evaluate the progress of the student.

Stating Objectives in Terms That Can Be Measured

What are the characteristics of a meaningfully stated objective? It specifies what the learner must be able to do or perform when demonstrating mastery of the objective. The behavior may be verbal or non-verbal, but in any event the end result can only be determined through a perception of the performance.

The most important characteristic of an objective is that it identifies the kind of performance accepted as evidence that the learner has achieved this objective. Consider the following two objectives:

a) To enable a group to understand how to add fractions.

b) To enable a group to add at least nine out of ten fraction examples correctly.

Though it is acceptable to use the word understand in an objective it is not definite enough until it indicates how it will "test" the understanding. Objective "b" above does this. It specifically indicates the "behavior" or "performance" required as proof that the objective has been achieved.

Other Characteristics of Good Planning

a. The concepts, attitudes, skills and in general terms, the content to be learned.

b. Provision for an integrated approach to the curriculum.

c. Provision for sufficient time for all required curriculum areas.

d. Provision for evaluation and follow-up of all activities.

e. Provision for the full utilization in the class program of all teaching specialists and paraprofessionals assigned to work with you.

f. Incorporation of unexpected occurrences into the learning experience.

g. Utilization of appropriate materials of instruction, i.e., printed materials, audio-visual aids, community resources.

h. Recording the plan simply and keeping it in an available place for use by substitutes.

> **Note**: You may wish to discuss format, grade level plans, school and district emphases with your supervisor.

Kinds of Plans

Long-Range Plans

Long-range plans may be organized to run for periods of weeks or months. It is not advisable for you to attempt to plan too far ahead at the outset of your teaching. Plan short topics until you gain familiarity with the content and materials of the grade, as well as a knowledge of your students. When you are ready to engage in long-range planning, you will find such plans helpful in:

- preparing for continuity of skills, content and learnings.
- providing a handy overview of the curriculum already covered.
- serving as a guide for future planning.

Types of Long Range-Plans

Sequence of units in science and themes in social studies.

Poetry and literature to be covered for the term.

Sequence of skills to be taught in correct usage and expressional writing.

Areas to be covered in art, music, and health education.

Weekly Plans

Generally, your weekly and daily plans would be related to your long range plan for the term. However, in view of your inexperience, you will be working mainly from weekly and daily plans until you are ready to develop a longer outline.

The weekly plan provides for a balance of activities, content, skills, and attitudes in all curriculum areas, allots time for

stressing special interests, allows for unexpected events or developments and includes working with individuals, groups and the whole class.

Time allotments will vary from grade to grade. You are not bound inflexibly by exact minutes. You are expected to approximate the time set forth.

Also note that there is bound to be some overlapping among the different curriculum areas. For example, discussion is utilized in communication arts, social studies, science, and art.

The detail with which you write your plan will vary. It is wiser to over-plan than to find yourself at a loss for planned activities. This can be a disaster! Have additional rexographed sheets, poems, songs and stories ready to supplement your lessons, should the class finish ahead of schedule.

Include in Weekly Plans:

Reminders for week (reports due).

Duty Assignments (day, time, place).

Audio-Visual programs (type, day, time).

Assemblies (day, time).

Health Education periods (day, time).

Joint lessons (team teaching, physical education, art, music, science, etc.).

Library period (day, time).

Preparation periods (days, times).

Observations (planned by supervisor for you).

Duplicated sheets for specific activities.

Daily Plans

Your daily plan, though specific in terms of individual or group objectives, should be flexible enough to allow for unexpected happenings or interests that develop spontaneously.

In planning, generally allow for shorter blocks of time for younger children. Intersperse quiet activities with those requiring more energy. It is recommended that time blocks no longer than 45 minutes be allowed for older children.

Your supervisor will inform you of fixed time schedules for activities that involve using specific areas of the building, such as the auditorium, the gymnasium, the audio-visual room, the central library, etc. Plan your program around these "fixed" periods, allowing adequate time to arrive at the area and to vacate it promptly so as not to disturb others. Good timing is also an aid to good discipline.

Again, it is better to plan for "full periods." You will be amazed at how quickly some children finish an assignment. It is also difficult to project exactly how much time a given activity will last. In any case, have the "extras" ready. As you progress in your teaching, you will develop charts of independent activities for children to perform when they have free time. Every listed activity must be taught to all the children and the routines therefore established. Additional activities might include:

- complete your research
- finish workbook assignment
- make up a puzzle
- play with a puzzle
- illustrate a composition
- work on a diorama
- read a book from the class library

Make notations in your plan of work completed or unfinished. You will avoid omissions or underemphasis by reviewing the progress of your class daily. Also make note of significant responses to different activities in order to be guided in future planning.

You will need to plan some specific lessons within your daily plan in considerable detail. As you grow in experience and confidence, you will probably need only an outline. The time spent on careful preparation is time well spent.

There is no ideal format for individual lesson plans. Your school will probably issue suggested forms to you or you can work out an organization of your own. Include the following items in your plan:

- Specific aims and objectives for the lesson
- Interesting and appropriate motivation
- Sequential listing of student activities and experiences designed to enhance the lesson
- Varied and suitable materials of instruction
- Lists of appropriate questions to encourage discussion and thinking through
- Appropriate medial and final summaries
- Methods for evaluating the lesson
- Provision for an assignment and for following up the lesson

Planning Around a Topic

You may wish to plan a coordinated and integrated series of experiences around a specific theme or topic. This approach may be used in a number of curriculum areas.

When you are ready to plan a class theme, it is important for you to know the students and their capacities, and for them to have some familiarity and experience in working together.

Therefore, do the following:

- Check students' cumulative record cards to gain information and insight into their needs, interests and abilities.
- If possible, discuss prior unit experiences of the students with previous teachers.
- Examine available resource units developed by teachers of the grade in former years to utilize as a guide in planning.
- Be alert to notice clues to areas of high student interest.

It is recommended that you attempt a teaching organization, which may require group work, only after you feel secure in working with at least two groups of children.

Teacher-Student Planning

Teachers and children plan together for topics, routines, codes of behavior, trips, decorations, special events, programs and projects. Planning can be done with the whole class, with groups or with individuals.

Some values of teacher-student planning are that it:

- trains critical thinking
- encourages self-expression
- offers choices
- develops understanding of timing
- fosters sharing and cooperation
- encourages responsibility
- widens participation
- develops skills in organizing

Some Examples of Teacher-Student Planning

- Special programs
- Daily programs
- Decorating classroom
- Work charts
- Codes of behavior
- Housekeeping routines
- Centers of interest
- Selecting materials for research
- Organizing committees/groups for special purposes
- Deciding on format for play
- Class trips

The Lesson Plan

Emphasis has been placed on the necessity for planning the progress of each child in your class. This goal must be in your mind even when you are conducting a lesson with your entire class. For example, it is possible to individualize when conducting a whole class lesson. You may plan to ask questions of varying difficulty to different children in your class.

It is hoped that as you gain experience, whole class teaching will become less and less frequent. Your goal should be as much individualization of instruction as possible within the framework of your own temperament, experience, and available resources.

However, there will be times when you will hold class or group lessons. The following is a guide for you to use on such occasions:

Aims

The aim of your lesson is conceived in terms of general objectives for the particular curriculum area and the needs, interests and ability of children in your class. You will have a specific and limited aim for the immediate lesson, such as the instruction of a new concept or skill, or the reinforcement and further development of a previous topic.

- Elicit the aim from the class early in the lesson or explain it to the children.
- Select an aim that is suitable for and significant to the group.
- State the aim preferably as a question which should then be written on the chalkboard.
- Refer to the aim from time to time during the lesson.

Examples of Aims

- What are the differences between a friendly letter and business letter?
- How do magnets help us in our home?

Broad Aims

(Kept in mind by the teacher but not written on the chalkboard.)

Attitudes

• Respecting the contributions of people from every culture and creed

• Understanding the need for rules and regulations in society

Appreciation

• Orderliness of nature

• Interdependence of people

Knowledge and Skills

• Reading and interpreting maps, globes, graphs and charts

• Knowledge of cause and effect in interpreting historical information

Habits

• Time management

• Self-discipline

Objectives

Objectives are thought of as the specific outcome of a lesson. What do you want your students to be able to do as a result of instruction?

Examples of Objectives

• Students will be able to write a business letter using the correct form.

• Students will be able to locate areas where specific products are produced by reading the map legend.

The Motivation

Motivation is the means utilized by the teacher to stimulate interest in the lesson. The motivation may be inherent in the activity itself. It should:

• Create and maintain a high degree of interest throughout the lesson.

• Be related to children's interests and experiences.

• Be derived from socially significant happenings in or out of the classroom.

• Be suited to the level of the group.

• Be related to the topic or aim.

• Be based on children's recognition of their own needs.

Examples of Motivation

• Showing models, filmstrips, slides, books, etc., to the class

• Reading a provocative, humorous or otherwise appropriate poem, quotation or excerpt from a story

• Using a headline or current newspaper article of interest

• Relating topic to a recent class activity or experience

• Utilizing a spontaneous dramatization

• Rewriting compositions and letters

• Correcting misspelled words

• Preparing a dramatization for presentation to another class

The Development -

The aim is achieved and concepts are developed during the lesson through the various activities in which the children participate. The activities should:

• show sequential development of each part of the lesson.

• permit wide participation.

• utilize prior concepts and learnings.

• be varied enough to promote interest.

• be appropriate to the maturity and intellectual levels of the children.

• further the understanding of the aim.

Examples of Student Activities

- Assisting in demonstrations and experiments
- Examining objects and materials
- Dramatizing situations
- Using the chalkboard, flannel board and/or magneboard
- Using reference materials
- Asking and answering questions
- Serving as secretaries and recorders
- Discussing, analyzing and interpreting
- Evaluating

The Materials[2]

Carefully selected and suitable materials will increase interest and clarify concepts learned. Materials utilized should be:

- large enough to be seen by the entire group.
- in good condition and ready for use. (Check in advance of lesson.)
- properly placed and displayed during the lesson.
- suited for developing the aim.
- ready on teacher's desk and distributed to the children at the point in the lesson when these materials will actually be used.

The Chalkboard

The chalkboard is an important aid in most lessons. Some of the many ways to use the chalkboard are as follows:

- Aim of lesson

[2] For examples see pp. 221-224 on Materials, Supplies, Tools of Instruction"

- Questions to be answered
- Facts elicited
- Examples and problems to be solved
- Outlines developed
- Lesson summaries
- Illustrative materials
- Assignments (group and homework)

In order to make maximum use of the chalkboard, it is recommended that you have the board washed before the lesson starts.

Plan spacing so that your writing will not have to be cramped. If inadequate chalkboard space is available, plan to use newsprint or oaktag chart to supplement.

Write clearly and legibly, using penmanship charts as guides for correct letter forms. Remember, your writing serves a a model for the children.

Draw lines on board if you cannot write in a straight line.

Write much of your planned material on the board before the lesson begins. Do this before the class assembles or while children are working at other assignments.

Questioning

Through skillful questioning, the teacher guides and directs thinking and action towards achieving the aim of the lesson. Good questioning, sequentially developed, alerts the class to implications inherent in the topic and heightens understanding of concepts. In preparing your lesson plan, you should formulate at least four or five key (pivotal) questions. You can help focus on them by writing them on the chalkboard or on a chart. Key questions should:

- be simple, direct and thought provoking.
- require broad, more detailed responses rather than short, factual answers.

- be arranged sequentially to coincide with orderly development of concepts.
- be interesting enough to stimulate responses.
- be suited to the level and maturity of the students.
- be varied in form to avoid their being repetitious.

Examples of Key (Pivotal) Questions:

- How has electricity helped to improve our standard of living?
- Why is it important for members of a family to help one another?
- In what ways has weather prediction affected our lives?
- In what ways has knowledge of food preservation been important?
- Why is it so necessary for us to have class housekeeping rules and routines?

Plan follow-up questions to your key question that will reveal children's thinking, expand concepts, correct misconceptions and elicit information. Use "explain," "how," "why," "in what way," etc. more frequently than "who," "what," "where" or "when." These lead to factual responses or one-word answers only. Have the extra questions ready to prevent any lull in the lesson.

Cautions in Questioning and Handling Answers:

- Have children raise hands to be recognized.
- Insist that responses be audible. If necessary, have children stand and repeat answers, so the entire class can hear each response.
- Encourage children to ask questions of you and of other children.
- Don't repeat the children's answers. If a repetition is desired, suggest that a non-volunteer repeat it, say it in another way or supplement it.

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• Don't permit domination of the discussion by a few children. Be aware of those who respond and those who don't.

• Don't permit "chorus" or unison answers.

• Allow enough time to explore and enlarge upon answers.

• Avoid poor question forms, such as:

Yes-No Questions

Poor— Wasn't the temperature hotter today than yesterday?

Preferred—How did today's temperature differ from yesterday's?

Leading Questions (Suggest the answer)

Poor—Do you feel sad when we read the poem, "Oh Captain, My Captain?"

Preferred—What feelings do we have when we hear the poem, "Oh Captain, My Captain?"

Whiplash Questions

Poor— The life of Martin Luther King inspires what?

Preferred—How does the life of Martin Luther King serve as an inspiration to us?

Summaries

In order to ensure and to check through understanding of the content and concepts taught, provision for fixing or clinching learnings must be made at a mid-point in the lesson (medial summary) as well as at the end (final summary). The summary is an important *basic* feature of every lesson you teach because it gives you insight into the quality and extent of learning. It may take the form of:

• Generalizations drawn by the students concerning the concepts taught.

• Listing of characteristics or properties of the subject matter.

• Reviewing answers to key questions.

• Comparing and interpreting concepts in the light of prior learnings.

• Stating answers in different ways.

• Outlining facts or concepts learned.

Application and/or Assignment

Allow opportunities for utilizing the concepts taught during the lesson in a practical situation. This may take the following forms:

• Solving similar examples or problems

• Applying generalizations students have learned

• Listing practical uses of the new skill

• Relating the concept to previous learnings

The homework assignment which is an outgrowth of the lesson can serve to reinforce skills, stimulate desire for learning and motivate interest in future lessons. A good assignment should:

• be interesting and purposeful.

• have a definite aim.

• provide for a range of abilities.

• provide for practice of skills learned in the lesson.

• be of duration suited to the age and maturity of the children.

Sample Assignments

Writing poems, plays, riddles, stories, etc. Write three "Guess Who" riddles that describe explorers studied.

Research work. Collect clippings of European news under the headings of politics, fashion, industry, etc.

Map work. Make a product map of ———. Trace route of an explorer on an outline map.

Construction activities. Make a diorama of a hacienda.

Reading texts and books. Prepare short book reviews.

Interviewing people. Ask prepared questions of custodian. Make list of questions to ask mail carrier.

Art activities. Making puppets, painting, drawing a picture story of New York's industries.

Chart making. Plan list of duties of committee members for class unit chart.

Making booklets. Collect pictures for theme booklet.

Writing letters and articles. Write "thank you" letters to police officer interviewed.

Planning bulletin boards and displays. Make a list of articles to be brought in for theme display.

Preparing directions. Ask parent how to prepare a recipe for a dish from a different culture.

Evaluation

You should take a few minutes at the end of the lesson for children to discuss whether or not they achieved the aim or objective of the lesson. Here are some examples:

- How successful have we been in learning what we set out to learn?
- What could we have done better?
- In what ways have we improved our speaking skills?
- What might we have done differently?

You will wish to make notations in your planbook of your own evaluation of the accomplishments of the group as well as of individuals. These notations will be of great help in guiding your future planning for the class. Here are some examples:

- "Too easy for Group A."
- "Reinforce concept with Kisha, Mark and Maria."
- "More background material needed."

- "Lesson too long."
- "Didn't finish. Include in next lesson."
- "Too much time spent on motivation."

Additional Suggestions

- Ask your supervisor for grade plans and resource materials available for your use.
- Make friends with and seek the help of more experienced teachers on the grade.
- Take advantage of opportunties to plan cooperatively with grade members.

Teaching Communication Arts
(Listening, Speaking, Reading and Writing)

Listening, speaking, reading, and writing are all included in the communication arts curriculum. In order for students to become competent language users, your classroom program must include activities in each of these areas.

Communication arts instruction is one of the most important responsibilities of the elementary school teacher. The major time allotment during the day is spent developing these skills. The teaching of communication arts is best achieved when its four components are integrated in all areas of the school curriculum. Levels of achievement in social studies, science, and mathematics are directly related to the child's ability to speak, listen, read, and write.

For an effective communication arts program, teachers should:

- organize a classroom that contains a variety of instructional materials, attractive charts highlighting areas of study, displays of student work and a well maintained classroom library
- establish schedules, plans, and routines for teaching communication arts
- provide frequent opportunities for students to communicate
- use literature as the basis for teaching vocabulary and comprehension skills
- introduce students to all types of literature, fiction and non-fiction
- schedule daily periods when students read for enjoyment
- read aloud to students in all grades on a daily basis
- use a process approach to teach writing

- teach spelling, grammar, and editing skills as an outgrowth of reading and writing activities and not in isolated lessons when words or rules are easily forgotten
- incorporate reading and writing instruction into the content areas
- assess students' progress regularly through observation, teacher-made tests/surveys, and review of formal test results.

Planning Communication Arts Activities

As you plan your communication arts program, you should consider these factors:

The Grade Level You Are Teaching: Activities must be age appropriate and meet the needs of your students. Consult the Board of Education publication *Minimum Teaching Essentials K-9* to determine the specific communication arts objectives for each grade. It will often be necessary to adapt this information in response to the needs of your children. If you are an Early Childhood Teacher (K-2), consult the manual for your grade: *Getting Started in the All Day Kindergarten; Now We Are Six: A Guide to Teaching First Grade,* and *Teaching Grade Two,* for recommended activities.

Your Students' Abilities: Ongoing assessment of what your students already know and do not know is essential. You will have to review school records and conduct your own informal testing before planning your communication arts activities. (See pages 129 to 130 for a discussion of assessment procedures.)

Your School/District Communication Arts Program: Each school and/or district sets its own policy in terms of which reading programs will be used. Teachers are expected to follow the prescribed policy in terms of grouping children; using basal readers and other mandated programs; and organizing and preparing children to work independently.

Getting Your Classroom Ready

Effective instruction requires that you organize your classroom and develop consistent routines for teaching communication arts. These include:

- scheduling specific time periods for communication arts, writing lesson plans, and developing classroom routines
- selecting age-appropriate materials
- labeling areas of the room
- creating charts which highlight areas of the communication arts curriculum
- planning use of floor and wall space to allow for:

—placement of a classroom library, writing center, listening center

—adequate storage space for communication arts supplies and materials

—efficient arrangement of desks to facilitate grouping of students and easy access to materials

—bulletin board and shelf displays of student work

Materials Used to Teach Communication Arts

With the many materials now available for teaching communication arts, it is essential that teachers know about and make use of these instructional aids.

Since each school orders its own materials, you will have to contact your administrator or reading specialist to see what is available. Many of the best materials are teacher-made; you can develop your own games and activities to reinforce a concept, meet a special need or interest, assist a child or reading group having difficulty. Ideas for teacher-made materials can be obtained from colleagues, teacher's guides to reading programs, at workshops and conferences.

Materials currently in use in elementary schools include:

- Experience charts (used with the "Language Experience Approach to Teaching Reading," see page 114.)

- Basal Readers (a series of graded textbooks accompanied by supplementary materials)
- "Big books" (very large storybooks which can be read aloud/independently)
- Library books (also known as trade books)
- Charts related to the reading program; charts containing assignments for independent work
- Word cards
- Pocket charts for reinforcing new words, making new words, making sentences and stories from new words
- Workbooks and skill sheets used to reinforce vocabulary and comprehension skills
- Audiovisual equipment (cassettes, recorders, earphones, filmstrips, films, videotapes)
- Newspapers and children's magazines
- Encyclopedia and other reference materials
- Reading kits
- Content area textbooks (social studies, science, etc.)
- Learning games
- Pictionaries and dictionaries
- Computers, word processors

The Communication Arts Program

Integrating the Communication Arts

Listening and speaking are related processes and are essential tools for learning across the curriculum. Students can *hear* , but they need to be taught to *listen.* They can *speak,* but they need to be taught to *communicate effectively.* As students become proficient in listening and speaking skills, they are able to relate new ideas to their own experience, synthesize and analyze concepts, reflect on and evaluate their own ideas, judge the ideas of others, and, based on what they hear and discuss, formulate new relationships, concepts, and judgments.

In the elementary grades, students should be exposed to a broad range of listening and speaking experiences that increase their vocabulary and enhance their understanding and appreciation of the English language. They should learn to interact with others in a variety of group situations and to learn appropriate behaviors for sharing and acquiring information.[3]

Teaching, Listening and Speaking

In an effective elementary school classroom, listening and speaking are woven into all activities to ensure that language is used as a tool for communicating throughout the school day. When planning for instruction, you can link listening and speaking processes with reading and writing in the following ways:

• Establish rules of "good listeners." After eliciting ideas from students, list these on a classroom chart. For example:

—look at the person who is talking

—think about what she/he is saying

—do not interrupt when someone is speaking

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[3]*Listening & Speaking in the Language Arts Curriculum (Draft).* New York State Education Department

• Provide opportunities for small-group work where students can discuss a story, share writing, prepare a presentation or a research project, share materials, act out a play, or play a game.

• Ask probing questions which encourage students to give more than a yes/no response. Encourage students to formulate their own questions while reading and writing.

• Ask students to retell a story after it has been read. Encourage students to include all significant story events.

• Use semantic mapping activities (see pp. 106-107).

• Encourage students to dramatize stories or plays which they have read.

• Ask students to describe a character from a story read in class without mentioning the character's name. Other students must listen for details and identify the character.

• Read a story to one group of students and then ask them to tell the story to other children who have not heard it. Students must listen carefully in order to hear story details.

• Model storytelling by relating a personal experience and then ask students to do the same.

• Select a familiar issue from a story read or one of general interest to the class (for example, a character's action in a story, an upcoming election); encourage students to discuss both sides of the issue.

• Encourage role-play activities which promote language development; for younger children provide props and materials (puppets, toy telephones, a house corner, a class post office).

A Listening/Speaking Checklist

It is important to evaluate your role in the teaching of listening and speaking skills. As you plan classroom activities, ask yourself...

• Do I model good listening and speaking behavior? Am I attentive to children as they speak to me? Do I respond in terms of their interests and concerns?

- In the classroom, am I usually talking or do I often listen?
- Do I ask thought-provoking questions that require attentive listening and encourage more than a single word response?
- Do I allow time for listeners to process their ideas before asking for a response?
- Are children developing the ability to carry on a class or group discussion?
- Do I make sure that the purposes of different listening and speaking activities are clear to the children?
- Do I relate listening and speaking to all areas of the curriculum?
- Do I recognize differences in children's listening and speaking abilities and plan activities to meet individual needs?[4]

Additional suggestions for listening and speaking activities can be found in *Oral Communication K-12*, Division of Curriculum and Instruction, New York City Board of Education, 1983.

Features of Effective Instruction

Assessment of Prior Knowledge

It is important before introducing any new material that you elicit from students what they already know or do not know about the subject. Questions such as "What do you know about...", "Have you ever gone to.....", "What would you do if....", will help you identify gaps in your students' prior knowledge and help you decide which additional information or classroom experiences you need to supply to prepare students for understanding the reading material.

A brainstorming technique known as SEMANTIC MAPPING is helpful in tapping prior knowledge and establishing background information. This technique is also used for vocabulary development activities:

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[4] Adapted from David and Elizabeth Russell, *Listening Aids Through The Grades* (New York: Teachers College Press, 1979.)

- Select a concept/word that is central to the story to be read.
- Write the word on the chalkboard.
- Ask the children to think of as many words as possible that the word written on the board brings to mind.
- As students contribute words, write them on a section of the chalkboard.
- Explain the meaning of any unknown words.
- Ask children to help you arrange the words into categories around the central word. Discuss the placement of words (i.e., why certain words belong in each category).
- Elicit titles for the categories formed.
- Add more words to the lists in order to highlight new vocabulary and familiarize students with concepts they will be reading about.

Extensive class discussion is necessary in order for this technique to be successful. Students must have opportunities to discuss meanings and uses of words listed as they broaden their vocabulary and expand their understanding of the topic. After reading, students can make additions to the map to include new information gained from the selection read.

A Semantic Map for the Word "Airport"

Questioning Techniques

The ability to ask questions that challenge students and tap different levels of thinking is especially important to the teaching of the communication arts.

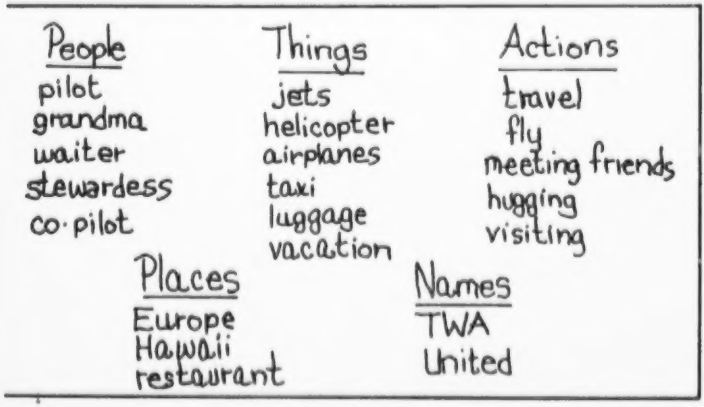
When planning classroom lessons, be sure to include questions that require students to analyze situations, make interpretations related to literature, and critically react to information. In addition, students should be encouraged to formulate their own questions prior to reading, and attempt to answer these as a result of the reading experience.

You must select questions wisely. Questions used should relate to the selection read. For example, in reviewing the list of suggested questions below, you would not ask each question! Select a few appropriate questions from each category that will focus on the objectives of your lesson.

Suggested Questions

Character

- Who is the most important character in the story?
- What do you know about this character?
- How did you find this out? What do the other characters say about this character?



• Which character did you like the best? Why?

Plot

• What big problem does the main character face?

• How is the problem finally solved?

• How would you have solved the problem?

• If you could change the ending of the story, what would you suggest?

Theme

• What is the main point of the story?

• What does this story tell you about how people act?

Setting

• Where and when does the story take place? How do you know?

General Questions

• Who is telling the story? How do you know?

• How did you feel as you read the story? Happy? Sad? Angry? Tickled? Why?

Making Assignments Meaningful

Workbooks, commercial worksheets, skill texts and reading kits are to be used *selectively and only when:*

• the activity is a direct outgrowth of a previous reading lesson; the skill or concept being reinforced has been taught and is understood by the child

• assignments are clearly explained to the students

• all independent work is reviewed by the teacher and feedback given to the student

• assignments are limited to meaningful work that can be accomplished within a realistic time period (e.g., students are not given large numbers of workbook pages or unlimited reading kit exercises)

Assignments requiring students to copy lengthy exercises or experience charts from the chalkboard are inappropriate. Instead of asking students to spend a great deal of time copying, it is recommended that you revise the assignment, or if it has a valuable purpose, provide a work sheet which will enable the student to complete the task in less time and with greater ease.

Teaching Reading

Creating an Environment for Reading

There is no one method, strategy, book, or instructional aid that will teach all children to read. Successful teachers use a variety of approaches and materials, depending upon the ages and needs of their students.

Growth in reading is best achieved *not* from a program consisting of isolated drills in learning reading skills, but from a rich, diversified and stimulating Communication Arts curriculum that fosters a love of good literature.

> One learns to drive a car not just to know how to drive a car, but to go someplace. We must help children not only learn *how* to read, but also *why* to read, and one learns *why* to read because there are books out there that are worth reading. The best test of a good reading program is one in which boys and girls not only *can* read, but also *do* read.[5]

Following are some suggestions for ways you can develop this love of reading:

Reading Aloud on a Daily Basis

Research tells us that "the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."[6] Teachers who love books and share this love will inspire students to do likewise. As students hear books read aloud, they are learning vocabulary, developing new experiences, being exposed to effective writing techniques that authors use, broadening their interests by learning about areas they have never before explored, and learning to appreciate the range of children's books. To become familiar with quality children's literature consult your school librarian, visit

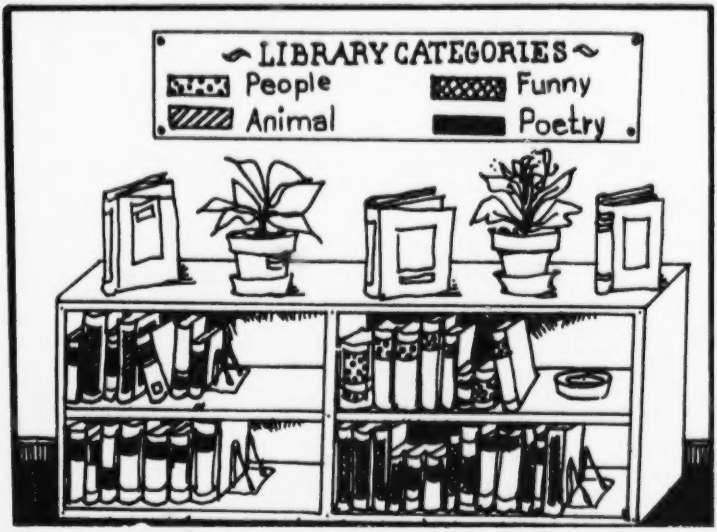
[5] Moir Hughes, *Literature and the Expanding Imagination*, (Lexington, MA: Ginn and Company, 1983).

[6] From *Becoming a Nation of Readers: The Report of the Commission on Reading*. The National Institute of Education, 1984, p.23.

children's bookstores and local libraries, read published reviews of children's books in newspapers and professional references such as *Learning Magazine*, *Instructor Magazine*, *Early Years Magazine*, and *The Horn Book*. Regardless of the specific reading program you are using in your class, reading aloud must be built into your daily schedule.

Develop a Literate Classroom Environment

Organize a well equipped classroom library containing all types of literature. Some teachers group books in the Library Corner according to subject (science, fantasy, poetry, drama) while others alphabetize them by titles or author's names.



The classroom library can be categorized to help teacher and children in their book selection. Four simple categories can be used for young children. Older children, 2nd and 3rd graders, might increase the number of categories to include: biographies, science, social studies, fairytales, folktales, riddles.[7]

[7] From *Language and Reading: Experiences in Communication*, The Weeksville School/Bank Street Follow Through, Brooklyn, N.Y.: New York City Board of Education, 1979.

In addition to classroom libraries, books and other reading materials (newspapers, magazines) related to topics under study should be displayed in various areas of the room. Books about colonial America might be displayed in the social studies area; books related to a class trip, research project or art activity could be on exhibit as well. Books on display should be changed frequently to reflect a changing curriculum.

You can make books available by drawing books out of the school and neighborhood library, by encouraging children to bring in books from home whenever possible, by discussing with your supervisor and/or librarian the possibility of enlarging your class library from books in the school book room, by a periodic exchange of books with teachers on the grade.

Schedule Daily Time Periods When Children Can Read for Enjoyment

"The amount of time children spend reading silently in school is associated with year-to-year gains in reading achievement. Therefore, children of every age and ability ought to be doing more extended silent reading."[8] Teachers have an important role in readying children for silent reading experiences.

Make Every Effort to Provide a Wide Variety of Literature

Present your children with as many choices as possible—stories of adventure, nature, enchantment, science, people. Expose them to prize-winning children's books (such as the Newberry and Caldecott Award Books), take them to the school library and the public library. Make sure that they are introduced to poetry as well as prose. Choose materials that relate to their own ethnic background as well as books which explain the culture of people of other races, religions and nationalities. Reading materials which are tied in with special holidays, assembly programs, social studies lessons, field trips, and special events take on a greater significance.

[8] From *Becoming a Nation of Readers: The Report of the Commission on Reading.* The National Institute of Education, 1984, p.77.

Let the Children See You Reading

Children learn from examples they see around them. When children see that their teacher is enthusiastic about reading and serves as a positive role model, they will be more likely to see books as a source of pleasure and follow your example.

Create Opportunities for Book Sharing Activities

Since children should be able to read for pleasure during the school day, there should also be ways for them to share their reading experiences with peers. Rather than require a traditional book report which often takes the pleasure out of reading, you can provide a list of suggested book sharing activities:

- create a poster to advertise your book
- draw a map showing where the story took place
- write a letter to the author of the book
- construct a diorama of a scene described in the story
- write a letter to a friend telling about the book
- write a letter to one of the characters
- make up a conversation between two of the characters
- write a short biography of the author
- dramatize a certain episode
- make a new book jacket
- write a sequel
- describe what you would have done if you had been one of the characters in the story
- illustrate the story sequence
- read another book by the same author and compare the two
- answer one of the questions from the "Book Sharing Idea Box" (Sample questions might be: "Is there a special description in the story that was your favorite? Why?" "How does the author develop the characters?")

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Using a Language Experience Approach with Beginning Readers

A primary goal of beginning reading instruction is to help children make the connection between language and reading. As children see that what they and others say can be recorded on paper, they are learning that printed words are written language.

The Language Experience Approach uses children's own language and experiences for the creation of personal reading materials. This approach is based on the concept that reading has the most meaning to children when the materials being read are expressed in their language and are based upon their own experiences.

You can create language experience materials by:

• developing experience charts through class discussion describing children's responses to individual or group experiences (a trip, birthday, holiday, film, story, science experiment, classroom visitor, etc.). You may wish to add the names of the students next to the sentences they contribute.

Sample Experience Chart About a Class Trip

Our Trip to the Circus

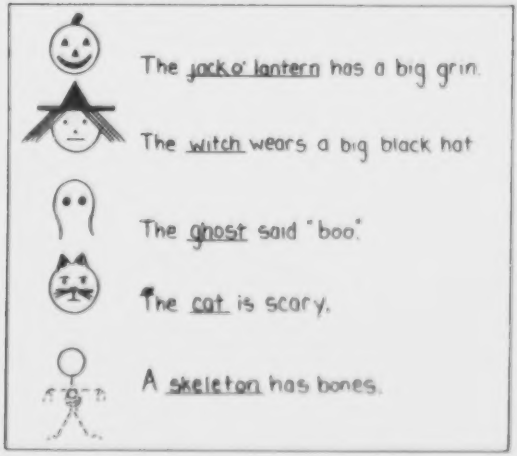
We went to the circus by subway. (Jose)
We got out of the train at 34th street. (Latoya)
I had fun watching the clowns.
They played funny tricks. (Alice)
The elephants made me laugh when they stood up on two legs. (James)
We ate hot dogs and cotton candy. (Eric)

When we came back to school, we made a class book about our trip to the circus. (Carmen)

Word cards to match to chart:

We	Circus	the	elephants

Sample Experience Chart for Halloween Vocabulary[9]



envelopes for word cards

[9] From *Getting Started in the All Day Kindergarten.* The Division of Curriculum and Instruction, New York City Board of Education, 1983.

- making a variety of informational charts which relate to classroom events and curriculum activities
- writing children's captions on their art work and special projects displayed around the room

Sample Information Chart[10]

I'm finished with clean-up!

I can quietly:

- read a book
- begin writing a story
- finish writing a story
- read my story to my neighbor
- listen to my neighbor's story
- draw a picture
- practice handwriting
- do a worksheet
- ask my neighbor an interesting question
- do a task card

Experience charts can be used to develop and expand reading skills:

- directionality (left to right)
- spacing between letters and words
- punctuation
- use of capital letters
- use of sentences and paragraphs
- reinforcement of sight words

[10] From *Now We Are Six*. Division of Curriculum and Instruction, New York City Board of Education, 1984.

- beginning phonics and structural analysis skills
- opportunities to teach comprehension as students recall story details, find a title for the chart, sequence events, and ask questions after reading

Experience charts can be used to teach and reinforce common sight words. Studies show that only twelve words constitute one fourth of the running words in printed materials:

a	I	it	the
and	in	of	to
he	is	that	was

These words along with the twenty words listed below make up one third of the words used by a child or adult:

all	as	at	be
but	are	for	had
have	him	his	not
on	one	said	so
they	we	with	you

These are high-frequency words that must be learned as sight words because they are difficult to remember and because they cannot be represented by pictures.[11]

Activities for Teaching Sight Words

- Word Bingo Games
- Word Concentration
- Word Checkers
- Sight Word Dominoes

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[11] J. McNally and W. Murray. *Keywords to Literacy and the Teaching of Reading: A Basic Word List for Developing Reading and Writing Skills.* (London: Schoolmaster Publishing, 1962).

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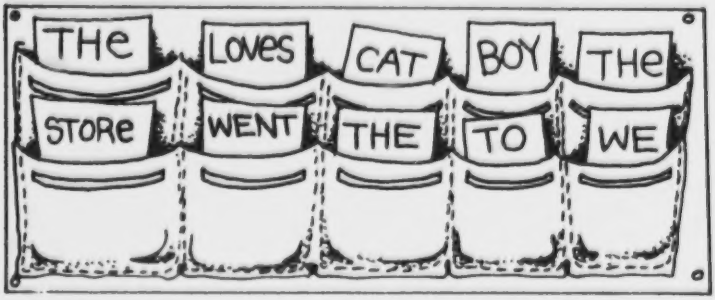
• Using Sentence Makers (strips of oaktag or cardboard glued together to make a pocket chart containing word cards that children can work with)



• Asking children to unscramble a group of word cards

• Duplicating experience charts on worksheets so that students can keep copies of stories developed.

Basal Readers

The basal reader is often used by schools/districts as a primary tool for reading instruction. A basal reader is an anthology of short stories, poems, full length books, science, and social studies text material. The books in any basal reader program are graded to indicate their appropriateness for various age groups.

Many supplementary materials accompany basal reader programs: teacher's manuals, workbooks, worksheets, charts, word cards, placement tests, achievement tests, library books, filmstrips, games, and kits. If your school uses a basal reader approach, be sure to obtain supplementary materials and the accompanying teacher's manual for the book(s) you are using. The manual will provide:

• suggested detailed lesson plans for each selection

• suggestions for independent activities

• recommendations for follow-up activities

• collections or lists of books, poems, stories related to the selections

- ideas for teacher-made materials
- reinforcement activities to meet the needs of fluent and less fluent readers

In a recent study of how groups of first, third, and fifth grade teachers make use of basal reader manuals, Dolores Durkin[12] found that the effectiveness of using basals diminishes unless teachers give more time to:

- new vocabulary
- background information
- prereading questions
- instruction on essential topics
- better but fewer assignments
- thought provoking questions

Vocabulary Development

Building new vocabulary takes place in every lesson. When teaching mathematics, social studies, science, art, music—or any subject—new words must be explained. In addition, the independent analysis of new or unknown words is an integral part of the reading program.

Word Identification

In order to become an independent reader, a child must learn to use a variety of word identification skills. Competent and flexible readers do not rely exclusively on any one skill, but tend to use various clues in combination. Teachers must provide opportunities for students to apply word identification skills during real reading situations. Word identification instruction is not reading; it is providing children with the necessary tools to help them get at the meaning of what they read.

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[12] Dolores Durkin, "Is There a Match between What Elementary Teachers Do and What Basal Reader Manuals Recomend?" *The Reading Teacher*, April 1984, p. 744.

Children should be taught not to overrely on any one technique. An overemphasis of one strategy will frustrate children who are unable to determine a new word by this method. Children differ in how much instruction in word identification skills is needed. Evaluation that reveals what a child knows and does not know is essential for effective instruction.

Vocabulary Development through the Use of Contextual Clues

In the early grades, you can teach the meaning of words through contextual clues by having the children recognize a word associated with a picture, or a sign, or an object. In addition to picture clues, the children get meaning clues when the rest of the words in the sentence are known to the children and they can figure out the meaning of the unknown word.

For example, the teacher writes "Jump" and jumps herself. She then points to the word and indicates to the children that they are to do what the word says.

The teacher writes a sentence on the board. "The princess put her diamond crown on her head."

If the children know "princess" and "head," they can get the meaning of "crown" from the context.

As the children progress, they can become more skilled at deciphering meanings of words from context.

The teacher writes an unfamiliar word on the board, e.g., "summit."

He/she asks the class the meaning of the word—which they do not know. He/she then writes, "They climbed the mountain until they reached the *summit*." Again the teacher asks the meaning of "summit," encouraging the children to respond based upon their understanding of the rest of the sentence.

The teacher then asks the children how they got the meaning of "summit." What are the clue words?

He/she now elicits the generalization that one can get the meaning of new words from clue words in the sentence.

A next step is to show the children that some words have more than one meaning and that one can get the *correct* meaning of a word from the context.

The teacher writes a familiar word such as "run," on the board. Ask the children for a sentence containing the word.

"They *run* quickly when it is cold."

Ask for the meaning of the underlined word "run" in this sentence. Ask for another sentence with another meaning.

"She will run the party."

Have the children underline the words that give clues to the meaning. Continue until they have given examples of all the meanings of the word.

"He will *run* for president of the class."

"The river *runs* to the East."

In each case, make the children be specific about clues to the meanings. Then have the children generalize that:

- Some words have many different meanings.
- You can find out the correct meaning by finding clue words in the sentence.

Follow up with the same process with additional multi-meaning words (trunk, strike, play, light).

Teaching the Use of the Glossary or Dictionary

From the primary grades on, you must teach the dictionary skills systematically and sequentially.

In the early grades, children make their own dictionary, cutting out pictures to illustrate each letter, or each sound. They learn to use a picture dictionary. They also learn to alphabetize words to first, second, third letters.

They learn to use the glossary (where only the author's meaning of a word is given).

When the children can master the above skills, they are ready for a simplified or beginner's dictionary. They then learn:

- to locate the proper section of the dictionary for the word in question.
- to use the guide words at the top of the page.
- to select the needed meaning from a group of meanings.

As the children progress, they go on to harder dictionaries where they will be able to use the pronunciation key at the bottom of the page and the accent marks to help in pronouncing words.

If possible, each child should have a dictionary in the desk for ready reference.

Below is a typical dictionary skill lesson (usually taught to the entire class) for Grade 4. (These lessons should be differentiated to suit the needs of the class.)

Aim:
Use of guide words at top of page.

Motivation:
The teacher points out to the class that the children are having to turn many pages back and forth in order to find a word in the dictionary. Today, they will learn an easier and timesaving way to look up a word.

Procedures:
The teacher puts the word "cunning" (a word which will appear in the story the children are reading) on the blackboard, then asks the class in what part of the dictionary this word will be found. The children reply that it will be almost at the beginning since "c" is the third letter of the alphabet. If each child has a dictionary, the children take them out. If they do not have dictionaries, the teacher makes a simple chart of the page, showing the guide word.

The teacher asks them what they must do first: Turn to the C's.

Then what they must do next—look for *C U*. The teacher elicits from the class that this will be towards the end of the "C" section.)

The teacher then asks how they can tell when they reach the correct section, and leads them to discover that they must

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look for the first and last words of a page.

The teacher then asks them to play detectives and find an easy way to learn the first and last words. The children discover the guide words.

The teacher then elicits from the children the generalization that each page has guide words, and that by using these guide words, one is helped to find a word quickly.

Writing a second word on the board, the children follow the same procedure as before, and find the correct guide words.

The teacher has the children summarize:

- Each page in the dictionary contains two guide words.
- These represent the first and last word on the page.
- Use of these words makes it quicker and easier to look up a word.

The teacher follows up the lesson with:

- homework assignments, to find the guide words for a group of selected words.
- independent assignments during group reading.

The teacher reinforces the skill by asking for the guide words when children look up words in the dictionary.

Phonics

The reason for teaching phonics is to help students read unfamiliar words. The student is taught to associate a letter (or combination of letters) with the sound it signifies and then blend these sounds into a word that can be pronounced.

- Phonics is most effective when it is used in combination with other word identification skills (structural analysis, use of context clues).
- One letter can often represent several sounds ("s" as in saw, was, occasion, sugar and "a" as in man, about, all, pain). For this reason, students must learn not to rely on phonics as their only word identification strategy.
- Phonics is always taught in connection with a real reading experience, and not as isolated exercises in

workbooks or reading kits. As students learn new letter-sound relationships, they should always apply this information to their reading so that the purpose for phonics instruction is always clear.

• Some students will need more detailed instruction in phonics skills than others. Results of formal and informal assessment will help you determine which skills have been mastered and which are unknown.

• A strategic reader is able to decide whether to use phonics, structural analysis, context clues or a combination of clues to identify unknown words. Instruction in all of these strategies must be incorporated into your reading program in order to develop this independence in students.

Beginning readers can learn letter-sound relationships by:

• identifying beginning sounds of their names and grouping all names that begin with the same sound

• making "Sound Books" with pictures representing each initial consonant sound

• contributing objects and pictures for a "Sound of the Week Box"

• playing phonics games (Bingo, Concentration, word-picture matching puzzles)

• having "Sound Hunts"—looking for objects in school and at home that begin with a specific sound

A Typical Sequence of Phonics Skills

1. Initial and final consonants.

2. Long and short vowels.

3. Combination of consonants with vowels.

4. Substitutions of initial and final consonants. For example, if the child is practicing with the sound "S", the teacher presents the known sight word "bad" and has the child substitute "s" for "b" and get "sad." Likewise, making substitutions for a final consonant, the child changes "bad" to "bat."

5. Sample blends: bl, cl, fl, gl, sl, br, cr, dr, fr, gr, pr, tr, st, sp.

6. Sample digraphs (combination makes a single sound: ch, sh, th, wh).

7. Blends and digraphs in initial, medial and final positions.

8. Letters that represent the same sound; "gh" for "f", "ph" for "f".

9. Different sounds for the same letters: "ow" in "cow", "ow" in "know."

10. More difficult blends: str, thr.

11. Generalizations about phonic elements: effect of final "e", doubling of final consonant with the addition of a suffix beginning with a vowel.

12. Silent letters—"w" in "write", "g" in "gnaw", "k" in "known."

To introduce a new letter-sound relationship:

• determine the phonics skill to be taught based on your observations of students' needs as well as formal and informal testing

• select words encountered in reading or during classroom activities in other content areas that illustrate the concept to be introduced

• list the words on the chalkboard

strange	stripe
strike	strap

• Ask students what they see/hear that is the same in all words. Elicit the sound of the blend "str." Explain that when sounds are "blended," we hear a new sound representing a combination of all three consonants.

• Ask students for other words beginning with this blend. Add to list.

• Put a list of words on the chalkboard which start with a different sound, but which make sense if "str" is substituted for the initial sound

ring	long
lap	ripe

Ask students to make initial consonant substitutions. With the word "ring" erase the "r" and ask a student to place "str" in front of the "ing" to form a new word. Ask students to read each new word they form and use the words in sentences.

- Elicit from students how the words have changed after the substitutions.

- Have students read selections from a library book, basal, content area text containing words with "str," so that the new sound can immediately be applied to a real reading situation.

- As each new "str" word is encountered, ask students to use their knowledge of phonics in addition to meaning clues to determine the new word.

- All new words beginning with this sound can be listed on a class chart or recorded in students' notebooks.

Structural Analysis

Structural analysis skills commonly taught in the elementary school include:

- root words
- inflectional endings (s, ed, ing, ly)
- comparative endings (er, est)
- plurals
- prefixes and suffixes
- contractions
- compound words

These skills are introduced and taught in many ways, but always connected to a real reading experience. For example:

- When introducing new words before reading a story, you can highlight structural elements of selected vocabulary words.

"They built a new playground."	**Ask:** Who can find the two smaller words that are combined in a compound word?
"We had to replace our car."	**Ask:** What does the prefix "re" tell us? Can you think of other words that begin with "re"?
"My mother is planting seeds in her garden"	**Ask:** What word ending is added? Can you find the root word? What other endings can you add to the root word?

If students are having difficulty reading a word, you can suggest that they use structural analysis along with context clues to identify the unknown word.

"After the downpour started, everyone ran into the building to stay dry.	**Ask:** Which part of the underlined word do you know? If you just read that part along with the rest of the sentence, can you decide what the whole word is?

If you determine that some students in your class are leaving out word endings when they read or write, mispronouncing contractions, or are unfamiliar with prefixes and suffixes, you would plan specific lessons to introduce/review these skills.

When introducing a structural analysis concept for the first time, make sure that you connect the skill to material children are reading. For example:

- Select five words from a story read that have the ending "ing." List these words on the chalkboard.
- Ask children what they see that is the same in all words.
- Ask individual children to come to the chalkboard, identify, and underline the root word in each of the five words.
- Ask children to identify and circle the "ing" ending.

• Elicit from children what happens to the meaning of the words when "ing" is added ("ing" added to an action word makes the action ongoing).

• Once you have introduced the skill, you can prepare independent activities for review and reinforcement:

— a learning game (matching word endings to root words)

— writing sentences using the new words

— looking through a book and listing all the words with **ing** endings

Grouping for Reading

Before planning your lessons and making grouping decisions, it is necessary to determine the instructional needs of your students. This is done through a review of:

• results of citywide reading tests administered each spring

• the previous teacher's rating for communication arts work on the cumulative record card

• teachers' comments regarding materials read and progress made in earlier grades

• results of district-wide or school-wide testing

• your own observations

• informal textbook test results

This information will help you in:

• deciding which materials to use

• making grouping decisions

• planning further instruction

• assessing the effectiveness of your teaching

Getting Ready for Grouping

In order to group children for reading, you must ascertain the level on which each child is reading. To do this, make a list of the children in the class in a reading notebook. Next to

each child's name, write his most recent test score, and the final mark in reading on the record card. Consult articulation cards, anecdotal records, and any other materials in the child's folder. With doubtful cases, consult the previous teacher, or the Assistant Principal.

The Informal Textbook Test

You might want to use this test for a few students if you are unsure of their reading placement. You might also use it throughout the year for individual children whose group you wish to change, and for new children for whom you have no records.

Procedure for Informal Textbook Test

1. Ask your grade leader, or Assistant Principal, or Principal, for several readers on different grade levels for testing.

2. Select a twenty to thirty minute period (depending on the grade and type of class) for administering the test. You can test about three or four children in this time.

3. Give the class an independent assignment, or a number of assignments which they will complete during the testing period. Such activities might include:

- Reading of a simple story with a specific assignment, such as, to choose a new title for the story, to write a different ending, to choose the funniest page, to choose the most exciting page, to put a list of sentences about the story (on chalkboard) in sequence.
- A writing activity related to a classroom event or on a topic chosen by the students.
- A carefully prepared teacher-made worksheet which reinforces a concept or skill already taught (e.g., vocabulary, review of word endings, use of contractions).
- Reinforcement of a work study skill: practice with a dictionary, index, table of contents, glossary.

4. Call the child to be tested to the chair next to your desk. Begin with an easy reader for this child. Select a passage of about 100 words. Before reading, introduce the passage by

telling the child a bit about the story and introducing proper names. Ask the child to read the selection silently first then orally. Ask comprehension questions which elicit the main thought of a page, or a paragraph, detail or inference.

5. If the child makes more than five mistakes per page, or cannot answer your questions satisfactorily, try a reader one level below the one you have just used.

6. Continue until correct level is reached. If the child demonstrates facility, try the next higher level. Continue until the correct level is reached.

7. Take notes on each child's reading in your reading notebook. For example:

NAME	DATE TESTED	REMARKS
Jose Torres	11/6/86	needs work attack skills
Celia Johnson	11/7/86	needs comprehension skills

When planning for reading instruction, it is important to check with your administrator, reading specialist, or grade leader to determine the school's policy regarding initial testing procedures/materials.

Formation of Groups

Begin Gradually. Group activities should be initiated slowly. Some students may not be familiar with routines and procedures for working in groups. For the first few weeks of school, work with the whole class. Once you have established good management routines, assessed your students' abilities, and if you feel that they are ready, then reading groups can be formed.

Selection of Students. It is essential that you understand how to interpret test scores and results of the informal textbook test before placing your students in reading groups. Be sure to review this information with your administrator and/or reading specialist.

Begin with Two Groups. It is recommended that you begin working with no more than two groups. As you and your students adjust to grouping practices, the number of groups may be increased. It will be necessary to make many adjustments because students in your class will probably not fall into two distinct groups. Therefore, your goal is to determine which students are able to read and understand material at similar levels. Students who acquire a great deal of support and who are having difficulty reading the material on their own should be grouped together. Similarly, students who are fluent readers should be grouped together.

Suggestions for Children Who Read on a Lower Level Than the Group:

- Help the child individually for a few short periods during the week
- Institute a peer tutoring program where more advanced readers from your class or from an upper grade help students with their work
- Prepare special independent activities (learning games, carefully prepared teacher-made worksheets which reinforce skills already taught)

Suggestions for Children Who Read on a Higher Level Than the Group:

- Provide more difficult library books, or supplementary readers on higher level.
- Give them extra assignments involving use of resource material, such as an encyclopedia, a biography for social studies, current events, additional book reports, additional reading on theme problems involving a source other than that of the class.
- Have them take charge of the class library.

Initiating Grouping Activities

- Discuss grouping routines with the entire class. Explain reasons for working in groups, how groups will operate.

Establish rules for moving into groups, where groups will work, storing and distributing materials, completing independent assignments. Make sure that all students know exactly what they are to do if they finish all of their work. A variety of options and suggestions should be provided so that you never hear a student saying, "I'm finished and have nothing to do."

• Begin grouping activities for short periods of time (15 to 20 minutes). As students are able to work independently, the time allotment can be increased gradually.

• Collect/prepare materials for independent activities. Students cannot work in groups unless they have access to appropriate instructional materials. These may include learning center activities, carefully prepared teacher-made worksheets, writing assignments, individual/small group projects about books read, use of learning games.

Post charts in the classroom listing:

• the reading schedule (times when you will meet with each group)

• the names of students in each group

• rules for working in groups

• independent activities to be completed by each group (daily assignments should be listed on a chart posted so that all group members can see it, or on the chalkboard).

Scheduling

Some teachers begin the reading period by teaching a concept to the entire class for 5-10 minutes and then asking students to move into their groups. Others initiate group work immediately. During the week, most teachers alternate between small group and whole class instruction. You may use all of these strategies depending upon the plans for the day.

The schedule below presents one way of organizing two groups for reading:

Sample Grouping Schedule

Day	*Group*	*1st Half of Period*	*2nd Half of Period*
Mon.	I	Independent Activity	Work with Teacher
	II	Work with Teacher	Independent Activity
Tues.	Special Skills Group	Work with Teacher	Whole Class Activity
	Rest of Class	Independent Activity	
Wed.	I	Work with Teacher	Independent Activity
	II	Independent Activity	Work with Teacher
Thurs.		Whole Class Activity	
Fri.	I	Independent Activity	Whole Class Activity
	II	Work with Teacher	

Suggested Activities for Groups Working Independently

While you are working with one reading group, the other group must be gainfully occupied with well-planned, worthwhile assignments on which they will work independently. Assignments should be:

- clearly explained before students begin
- listed on the chalkboard or on a chart large enough so that all students can see it
- easily understood
- related to concepts and work that has already been covered in class
- a specific activity to carry out following a reading assignment such as: find a new title for a story, write a letter to one of the characters in the story, write a different ending, write about a similar experience, illustrate story events
- an open-ended on-going assignment/project such as: making an individual dictionary of new vocabulary words,

making a book of summaries of myths and fables read, writing a play, constructing a diorama about a story read

• a story worksheet prepared by the teacher, which highlights concepts and skills already discussed in the reading group

Young children can cut and paste magazine pictures in order to create:

• Sound Books (use one page for words beginning with each consonant sound)

• Classification Books (label each page with a different heading; people, cars, foods, furniture, and ask children to paste appropriate pictures on each page).

• Their own picture-story books.

Set up a Listening Center (cassette recorder, earphones, story cassettes with read-along books). Students can listen to favorite stories while reading along in the accompanying book. You can also record stories yourself. Children enjoy hearing their teacher on tape!

Keeping Reading Records

In addition to the yearly evaluation in reading which you write on the child's cumulative record card in June, and the results of standardized tests which are put on the child's test card in his cumulative record, you must keep careful records of each child's progress in reading so that you can plan suitable developmental and remedial work for each child, discuss each child's progress with supervisors and parents, evaluate each child's reading work properly on each child's report cards and record cards. The child, too, respects the fact that you are keeping a careful check of all work.

This on-going record keeping may take many forms: an index card for each child, a page for each child in your marking book, or a special reading notebook. The following is a sample reading record:

Sample Reading Record

Child's Name _____ Class _____		
Date	Test Results	Comments; Other Info
	_____ _____ _____	
	Group Placement	
	Materials Read: Basal readers _____ _____ _____ Library books _____ _____ _____ Other: _____	
	Written expression: _____ _____ Oral expr. _____ _____ Work habits _____ _____	
	Parent conf.: _____ _____	

It is not necessary to write information or comments about all these items. However, pertinent material should be included.

Entries should be extremely brief so that this record keeping does not become a burden.

Sample Reading Lesson—Grade 3

A Voyage to Feedom

Roberto Necci was awakened early one morning by the very loud sound of a foghorn. Roberto's ship, the Queen Mary, was finally sailing into New York harbor. As was the case with so many others on board the crowded ocean liner, Roberto was coming to America in order to escape the pain and suffering in his homeland caused by World War II.

Roberto was very sad that he had to leave his family behind in his native Italy. Roberto wished he chould be sharing this experience with one of his 5 brothers or 3 sisters. However, since Roberto's family had little money it was decided that he, as the oldest of the Necci children, would be the only one to make the journey.

As the huge vessel steamed through the calm waters, Roberto began to tremble with excitement as he realized his ship was approaching the great "Lady of the Harbor," the Statue of Liberty. Seeing the statue reminded Roberto of the main reason he had decided to leave his own country. All of the freedoms had been taken away in his homeland. Now Roberto was face to face with the greatest symbol of freedom in the world. Further, he would soon set foot on American soil and be able to share and enjoy the freedoms of the Americans: Freedom of speech, freedom of the press and freedom of religion.

As the ship moved closer to Miss Liberty, the statue seemed to grow in size so that it now appeared as a giant. The torch, with flame burning brightly, seemed to light up the entire harbor as the ship slowly made its way past the great lady.

Roberto hopes that he will find peace and happiness in America. Roberto also hopes that some day the terrible war affecting his country will be over and that the freedoms represented by the Statue of Liberty will be returned to his homeland.

Reading: "A Voyage to Freedom" Anonymous, 1986.

Objectives: Students will be able to:

- appreciate the courage displayed by Roberto Necci
- draw conclusions about the character of immigrants.

Procedure:

- Introduce unfamiliar vocabulary/concepts in context.
- Distribute copies of the selection.
- Call upon a volunteer to read the title and author's credit.
- Elicit/introduce background information for reading.
- Provide a global purpose for reading. For example, "Read the selection carefully to find out what motivated thousands of other people like Roberto to come to America."
- Direct the children to read the story silently. If necessary guide silent reading with simple detail questions.
- Call upon a volunteer to tell about the story.
- Encourage others to elaborate and add any omitted information.
- Ask children to expand upon concepts mentioned in the retelling.
- Provide questions to develop the skill stated in the aim (drawing conclusions about the character of immigrants).

For example, "What kind of person was Roberto Necci? How do you know? Find and read the parts of the selection that helped you to decide."

Summary: Ask questions that tie the learnings together and help children apply them to their own lives. For example, "Do you think Roberto's trip took great courage? Why? What did you admire most about Roberto? Why? Do you think that reading about people with courage can help us in our own lives? Explain."

Suggested Follow-up Activities:

- Children can read about other courageous figures.

• Develop activities in which children research and present oral reports about people whom they admire.

• Children may research the period of history during which the story takes place (1942).

Concepts:

• Traveling alone to an unknown land requires great courage.

• Literature may help us to understand events in history.

Teaching Social Studies

Introduction

The revised New York State Social Studies program emphasizes the teaching of concepts, content, understandings and skills, and the use of inquiry techniques rather than the accrual of data. Too often the subject has been presented as a series of facts bearing little relation to students' concerns and contributing little to development of intellectual powers. It should focus on development of critical thinking. At the same time it should provide students with methods of discovery, learning and problem solving that will provide them with a foundation for living in a rapidly changing global world.

Scope

The New York State Social Studies Program has been developed on the premise that it is appropriate to have the young children begin their studies of society with what they know best, building from the known to the unknown, from themselves and their families to the larger community, city, state, nation, hemisphere, and world.

No one method is mandated for this program because children learn in many different ways. The learning process justifies a variety of techniques and a wide range of teaching material. Multi-media resources are emphasized rather than the traditional textbook.

You will discover early in your experience that the social science program can be the center around which you will be able to develop concepts and goals for different curriculum areas. Language Arts are more meaningful when skills are taught and used in functional social living situations; science lessons (ecology) can be easily motivated when related to social needs; music, art and health activities can blend easily into the program.

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Source

The social studies program in the elementary school focuses on educational outcomes. These are grouped as concepts, content understandings (social, political, economic, geographic and historic), and skills. While general content is recommended for each grade level, e.g., Grade 3: Communities Around the World, the choice of specific content for each grade is not proscribed. The concepts and content understandings, as presented, provide a framework for teachers to develop programs best suited to their students' needs. (See your respective New York State social studies grade syllabus for a full explanation of the revised curriculum. Also, consult New York City resource guides which support the new syllabus.)

The ten key concepts to be focused on in each K-6 grade are:

1. change
2. citizenship
3. culture
4. empathy
5. environment
6. identity
7. interdependence
8. nation-state
9. scarcity
10. technology

Through the content selected for each grade, which will be organized into major themes and learning activities, students develop many understandings, or major ideas which elaborate on the key concepts. Some of these understandings are:

- Individuals and groups fulfill different roles in society. (Social)

- In a democracy people are guaranteed certain rights in exchange for responsibilities of citizenship. (Political)

- People are consumers and producers of goods and services. (Economic)

- Physical features, weather, and climate influence the way of life in an area or region. (Geographic)

- Nations, people, and things are rooted in the past. (Historic)

Systematic Skills Development

Teachers are encouraged to plan each social studies lesson with regard to systematic skills development using the list which follows:

Getting Information

- Identifying sources of information
- Locating sources of information
- Identifying the types and kinds of information needed
- Locating in sources the main elements and supporting elements

Using Information

- Classifying and/or categorizing data
- Evaluating data
- Drawing inferences from data
- Formulating and testing hypotheses
- Generalizing from data

Presenting Information

- Speaking in an effective way
- Using media and visuals for communicating ideas
- Writing in an expository way

Participating in Interpersonal and Group Relations

- Participating in group planning and discussion by following democratic procedures
- Assuming responsibility for carrying out tasks

Self-Management

- Decreasing egocentric perceptions
- Decreasing ethnocentric perceptions
- Decreasing stereotypic perceptions
- Increasing the ability to empathize

• Developing constructive attitudes toward: diversity, change, ambiguity and conflict

Developing Citizenship Competency

Becoming a good citizen is one of the primary goals of the social studies program. To act responsibly and protect their interests as citizens students should be learning the following competencies:

• Acquiring and using information

• Assessing involvement

• Making decisions

• Making judgments

• Communicating

• Cooperating

• Promoting interests

These competencies are best developed through active, rather than passive, citizenship experiences in class, in school, at home and in the community. For example:

• Assisting in civic drives and programs

• Talking to community leaders and workers

• Formulating class codes of behavior

• Celebrating holidays

• Taking trips

• Patriotic observances

• Writing letters to the local paper on an issue of concern

A list of major themes for each grade around which basic understandings and related concepts from history and the social sciences are indicated for each theme. (See your respective grade bulletin in history and social science for a list.)

Learning activities are organized around the same themes and reflect a variety of teaching techniques and pupil activities.

These highlight major concepts and skills that pupils should desire from the learning experiences.

Suggestions for Beginning Social Studies Lessons

A multi-media resource approach can be used effectively if material is varied depending on backgrounds, abilities, interests and learning styles of children. In order to determine this information it is suggested you do some of the following:

1. Check the background information concerning your children (i.e., record cards, interest surveys).
2. Observe interests, needs, and abilities of the group before selecting suitable materials.
3. Allow time for children to become acquainted with each other.

Use of whole class teaching as a most feasible approach during the first weeks while you are establishing routines and gaining in your feeling of security. In view of this the following types of lessons are recommended. (They are also suitable for later use when needed throughout the term.)

Current Events Lessons

Many schools order *Weekly Readers*, and current events publications. Ask your supervisor if these are available. If not, have children bring in newspapers or newspaper clippings from home.

- Discuss what is important news and what is trivial news.
- Have the class list important topics occurring daily.
- Discuss editorial writing and factual reporting.
- Have the children bring in clippings under vital topics selected for continuous study by the class. Children should relate the contents of the articles in their own words.
- Assign different children to different topics in order to provide for a cross section of clippings. These may be placed

on the bulletin board or kept in a scrapbook or filed in labeled envelopes.

• Assign children to bring in newspaper cartoons, pictures, and charts for study and discussion.

• Discuss different kinds of advertisements.

• Provide for outlines, reports and summaries of the clippings gathered after a given period of time.

• Have current events "bees."

• Relate current events to daily living and to broad topics, where possible. Children can be assigned to watch a TV news program for homework and follow-up discussion in class the next day.

Map and Globe Skills Lessons

There will probably be maps and globes available for use. Look through your closets to discover "treasures" and resources to help you get started. If no maps or globes are readily found, ask your supervisor, grade leader or "buddy" teacher to help you obtain them. One child might also lend a map or globe to the class temporarily.

The map and globe skills bear reteaching and reinforcement at every level.

• Teach vocabulary of terms.

• Teach symbols and legends.

• Have children bring in automobile maps, weather maps, etc.

• Use floor maps for beginning map skills teaching.

• Rexograph an outline map if no outline maps are available.

Lessons on Research Skills

It is not necessary to have sets of books or a full complement of texts in order to teach such skills as:

• Using the index

- Using the table of contents
- Techniques of interviewing
- Formulating questions to be answered
- Using the library
- Planning trips
- Selecting source of information
- Locating and comparing information
- Evaluating information

Use those books which are available in the room. They are still useful for this purpose. Children may also bring in books from home and from the public library.

Lessons from Stories in Readers

The basal and supplementary readers usually contain stories that are applicable to the social studies program. For example:

- Holiday celebrations
- Heroes and heroines from history
- Myths and legends
- Stories related to historical events

If there are sufficient books available for the class, you can teach the social studies lesson as you would a reading lesson.

- Present background material
- Introduce vocabulary and concept difficulties
- Motivate the story
- Present questions to be answered
- Make social studies relationships clear
- Organize and summarize information
- Provide follow-up assignments
- Integrate other curriculum areas

If only one book is available, you may read the story to the pupils using the same format as above. In any case, ask your supervisor, grade leader or "buddy" teacher for a reader or story book that you can use to get started. There are probably many useful books in your own home library. Start browsing around, now! The school and public libraries are also resources.

Audio-Visual Lessons

During orientation sessions, you will probably be told the school routines for ordering audio-visual equipment. They will usually require your filling out a form and allowing adequate time for delivery. You will probably also receive some instruction in using equipment, or the school's audio-visual squad members may be available to operate equipment for you.

Lists of school equipment and of tapes, audio and video cassettes, recordings, films, filmstrips, models and specimens are generally issued to you. If not, ask about this resource. Look through these listings to determine what may be used for your social studies lessons. (Lists may already be organized under curriculum headings.)

Suggestions

Allow sufficient time to acquire the desired audio-visual materials and equipment.

Preview the material before using. It may or may not be suited to the needs or purposes that you foresee.

Plan for suitable motivation, clarification of concepts, vocabulary and background materials.

Make sure the pupils understand the purpose of the film or other aid.

Provide the suitable follow-up activities, such as:

- discussion
- activity sheets
- art activities
- outlining

- reporting
- research
- dramatization

Television and Radio Lessons

You will probably have access to radio and television in your school. Here again, schedules of programs on the educational radio station and television channel will be given to you for their use. If they involve fixed schedules, it will necessitate your planning around them. Manuals are also available with appropriate teaching suggestions for the educational radio and television programs. They always include history and current events programs in their listings.

You may also consult guides and listings to assign students specific programs for viewing at home. These programs should be thought through and followed up in class.

> **Note:** It is possible to combine different types of activities within the same lesson in order to stimulate interest through variety. It is always advisable not to rely too heavily on any one method. For example, the current events period may precede the reading of a story. Audio-visual aids should be a part of every lesson.

Open Textbook Lessons

When you have class sets of textbooks, you may plan an open textbook lesson. You may receive an accompanying manual which contains helpful suggestions for using the text. Use it as a guide only. As your teaching skills increase, you will rely only minimally on it. The open textbook lesson may be used as follows:

- Examine the text carefully and select the section which is appropriate for the skill that you wish to teach, i.e., the index, map reading, interpreting graphs, analyzing data, etc.
- Motivate the lesson. (Always!)
- Provide for purposeful reading to: answer questions, solve problems, gather data, verify hypotheses, etc.

• Assign a few pages, only. Depending on the group, shorter thought units may be preferable to reading straight through.

• Have additional types of materials to supplement, vitalize and further the aims of the lesson. Motivate group discussion. Allow time for summaries. Make provision for suitable follow-up activities.

Other Class Activities

• Preparing assembly programs

• Drawing cartoons

• Keeping scrapbooks

• Writing biographies

• Dramatization

• Planning quiz programs

• Planning panel shows

• Writing stories

• Writing poems

• Keeping logs and summaries

• Preparing time lines

• Preparing bulletin boards

• Keeping notebook on theme

• Keeping committee worksheets

• Construction activities—maps, models, murals, dioramas, etc.

• Interviewing

• Taking snapshots of activities

• Planning trips and excursions

• Pooling and sharing information

Cautions in Using Whole Class Teaching

Although we recommend techniques for teaching the class as a whole, particularly during your early teaching experiences, please observe the following cautions:

- Short, varied teaching periods are recommended to allow for different spans of attention. These periods may be lengthened as you see the need thereof.
- Be observant to note those children who need extra help, additional assignments and enrichment.
- Avoid having mere spectators, involve non-volunteers by asking them questions, using them in demonstrations, asking them to repeat or paraphrase answers, and letting them write on the board.
- Change positions and move about the room while you are teaching so that you can note the degree of attention and participation. Insist on complete attention.
- Check all work carefully so that you can gauge the varying levels and needs of your children and provide for individualizing homework and other assignments. You will also be able to help individuals while the more mature students work independently.
- Utilize every opportunity for establishing routines and skills that give readiness for working in groups.
- Alternate lessons so that periods of sitting are followed by more active periods.

Note: Even after you have advanced to the stages where you are ready for teaching groups within the class, you will continue to plan whole class activities for different times of the school day. You will have to teach new skills and concepts to the whole class, engage in planning, culminating and evaluating together and participate in audio-visual programs as one group, etc.

Grouping

Grouping is a way of organizing classes. It is designed to meet the problem of handling individual differences caused by the wide range of physical, social, intellectual and emotional levels within any given class.

Basic Considerations

- Careful preparation for grouping on your part by knowing your children and their needs thoroughly.
- Careful planning by you to group together those children who have common instructional needs, like interests or who can function best together.
- Establishment and acceptance of class routines of getting and storing materials, checking work, using equipment, etc.
- Achievement of satisfactory standards of classroom discipline and responsibility.
- Thoughtful organization of the classroom so that seating and working in groups is feasible.
- Availability of a sufficient and varied supply of materials of instruction.
- Readiness of the class for group work as shown by mastery of the techniques of independent activities.
- Recognition that there will be cross-groupings within a class as one's skills and abilities are seldom uniform in all curriculum areas.
- Recognition that groups are never static and that regrouping is necessary as conditions change.
- Readiness for grouping will vary from class to class depending on age, maturity, ability and past experiences with grouping.

Kinds of Groups

- Instructional groups (reading, mathematics, spelling, skills, etc.)

• Committees for theme problems (research, reporting, construction, etc.)

• Groups for class projects (science, art, construction, crafts, etc.)

• Service squads in class and school (housekeeping, supplies, audio-visual, etc.)

• Play groups (physical activities, teams, games, etc.)

• Mutual or common interest groups (hobbies, clubs, etc.)

Cautions in Grouping

• Groups will vary in size from two to about ten members, depending on the nature of the group and the purpose for which it is constituted. Make sure that the group has a workable size.

• Check to see that the composition of the group is satisfactory for the abilities and needs of each child.

• Plan and guide the activities of each group to ensure growth in skills and understandings from purposeful experiences.

• Vary the membership of the different groups to prevent the formation of cliques and to provide for variety.

• Where there are squads and service committees, provide for rotation and training of as many children as possible.

• Be alert to prevent stigmatizing of children by assigning names that indicate brightness or slowness, i.e., Express and Local.

• Do not permit domination of the group by any one child or number of children. (To prevent this, it may be necessary to change the composition of the groups from time to time.)

• It isn't always necessary for every child to work within a group. There are many times when it is best to permit the child to work alone. However, the child who never desires to work with others may need guidance referral.

• Careful records of group activities should be kept by you to evaluate progress and to serve as a guide to future planning.

• The number of groups you set up will vary depending on the activities and needs of the children. Do not try to work with more than three instructional groups at a time. No more than two groups are recommended until you feel secure in your management of the class.

Steps in Grouping

No specific time can be set for the beginning of group activity. You will make this determination when you feel that you and the class are ready, and when you have taken the steps suggested with regard to routines, discipline, planning, materials, room organization, etc. The following constitutes only one method of launching a group.

(1) Discuss grouping and elicit from the children the benefits of working together. The aims should be made clear to them.

(2) Formulate standards for group work with the class. Make oaktag charts outlining:

- How to work in groups
- How to obtain and replace materials
- Codes of behavior while working together
- Methods of checking work
- Sequence of activities

(3) Explain that you are going to organize one group at a time and that additional groups will be formed from the remainder of the class later on.

(4) You should have selected the children who are ready to work in the first group. Do not launch the next group until you are sure that you can handle it.

(5) See that the launched group is well motivated, and knows exactly what its members are supposed to do.

(6) If there is no clock in your room, an inexpensive alarm clock can be brought in to assist children in timing their activities.

(7) Plan to use methods and materials that are suitable for the group. Some ways of motivating children to work at their own pace are:

- Selecting easy reading text materials
- Providing first hand experience
- Using many visual aids
- Using simple vocabulary and terms in discussions
- Providing for varied reviews
- Providing for interesting drill and follow-up
- Supervising individual study
- Adjusting time to level of attention span

(8) Engaging in arts and crafts projects where children may use the concepts being emphasized. Some adjustments for brighter students are:

- Going beyond basic content
- Providing for extensive research
- Extending hobbies and interests
- Organizing clubs
- Participating in forums
- Serving as helpers (be careful not to exploit, neglect or bore these students).
- Using more complex and challenging materials

You may find it easier to teach the remainder of the class the same curriculum area that the launched group is pursuing. However, it is quite acceptable to permit activities in other areas. Some new teachers prefer to keep the class moving together through the different curriculum areas, and are better able to keep track of activities this way.

As the group is functioning, you must allow time to be involved with it as an instructor, a group member, a guide, an observer, a note taker.

Should the group become too noisy while working, stop everything. Insist on quiet. Remind them of class rules and

review standards set up by the group. Permit them to continue. If noise persists, discontinue activities and try again on another day.

When the period is over, the class and the group members should evaluate the group's performance. Note should be made of what was done well and what needs improvement. The focus should be on constructive criticism and suggestions.

Note Regarding Themes

This program focuses on the development of concepts and understandings drawn from history and the social sciences.

These concepts are not facts to be taught; they are goals to be reached. If students learn only to report the concepts without reading, observing, inquiring, forming and testing hypotheses and reaching tentative conclusions, they will acquire only words to be quickly forgotten.

How should you plan to help children learn their concepts? Each teacher must decide the most effective way of introducing particular themes and related content and of motivating children to approach them with enthusiasm and purpose. Children should be encouraged to go beyond the initial step of acquiring information. They should be helped to arrive at broad interpretations to speculate about meanings, implications and consequences. By such efforts the class will no doubt discover many understandings.

In the development of a theme you will use a variety of teaching activities and material. Use your ingenuity and imagination in thinking of activities to motivate students to probe deep into the topic of the theme.

The following is a sample theme. It includes among other things a list of sample activities. You may find it beneficial to use these activities and tailor them to your specific theme.

Sample Social Studies Lesson

Grade 5

Theme: Our Caribbean neighbors have been affected by their environment.

Sub-Themes:

1. Caribbean peoples are affected by their physical environment as they attempt to fulfill their basic needs. *(geography)*

2. Both the promise and the problems of the Caribbean islands today are reflections of the West Indian past. *(history)*

3. Most Caribbean economies are characterized by dependence on stronger nations outside the region. *(economics)*

4. The Caribbean's cultural inheritance is a rich one. *(culture)*

Goals

Children should develop content understandings, concepts, and skills. For example:

Content Understandings	Concepts
1. Through migration and immigration, people of different cultural backgrounds influence one another.	Culture Identity Interdependence
2. Governmental structures vary from place to place.	Citizenship Nation-state
3. Individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.	Scarcity Technology Empathy
4. People are affected by their physical environment as they attempt to fulfill basic needs.	Environment
5. Nations of the Western Hemisphere have unique histories.	Change

Suggested Activities

Have children:

- Examine photographs of various Caribbean environments.
- Read and recite poems about island life, e.g., the poetry of Claude McKay.
- Examine physical and political maps of the West Indies.
- Make line and bar graphs illustrating average monthly temperature and rainfall on one of the islands.
- Listen to a record of Caribbean music: reggae, Latin music, calypso, etc.
- Invite parents or friends born in the Caribbean to speak to the class.
- Interview relatives or friends born in the Caribbean about their fondest memories.
- Visit permanent and special museum exhibits related to the Caribbean.
- Read Columbus' log in which he describes the people he met on the island where he first landed —San Salvador.
- Debate the political status of Puerto Rico: commonwealth, state, or independent nation.
- Play the role of advisors to President Kennedy during the Cuban missile crisis.
- Design an ad campaign to attract industry to one of the islands.
- View a filmstrip on life in the Caribbean.
- Plan and hold a Caribbean carnival. Invite parents and other classes to contribute and participate.

Skills to Learn

Getting Information: Locating in sources the main and supporting elements.

Using Information: Drawing inferences; categorizing.

Presenting Information: Speaking effectively; writing in an expository way.

Participating in Interpersonal and Group Relations: Participating in group planning and discussion by following democratic procedures.

Self-Management Skills: Demonstrating a decrease in stereotypic perceptions.

Integration with Other Curriculum Areas

Communication Arts: Newspapers, creative writing, letter writing, dialogues.

Mathematics: Graphs, planning expenditures for an imagined trip to the Caribbean.

Art: Bulletin board, scrapbook, costumes, dioramas, murals, collages.

Science: Finding directions with a compass, ecosystems, effect of elevation and sea breezes on temperature and rainfall, hurricanes.

Sample Social Studies Lesson Plan: Grade 3

(This lesson correlates with the Grade 3 social studies curriculum, but may be readily adapted for other grades.)

Theme I—The Geography of Communities Around the World

Aim: How can we use directions to locate places in the world?

Performance Objectives: Students will be able to:

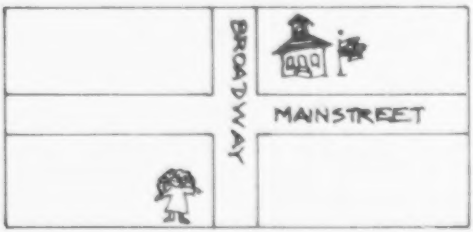
- use cardinal directions to locate places around the world.
- explain what map makers mean when they say one place is north, south, east or west of another place.
- assess the importance of directions for locating places in the world.

Materials

- globe
- a variety of wall or desk maps: local community, New York City, New York State, the United States, the world
- a compass, if possible
- art materials

Motivation

- Draw the following "map" on the chalkboard:



• Tell the class that today is the first day of school for the little girl in the picture. She does not know how to find the school. Ask:

— How would you give the girl directions for walking to the school? (Children might respond: Walk up Broadway and turn right on Main Street.)

— Have you ever wanted to go someplace and not known how to get there? Explain.

— Can you think of some kinds of people who especially need to know about directions? (Airplane pilots, ships' captains, travelers, drivers, etc.)

• Tell the class that today they will learn about the kind of directions used by pilots, ships' captains and travelers: north, south, east and west.

Development

• Tell the children that airplane pilots, etc., use a compass to find where they have to go. Show the class a compass, if possible.

• Draw the face of a map compass on the chalkboard without labeling the directions (north, south, etc.)

• Help students fill in the directions which would be indicated on a compass, as follows:

• If children have difficulty in remembering the order of cardinal directions alert them to the position of W and E and the word it spells ("we") as well as the fact that north is always shown at the top of the compass.

• Use a globe to demonstrate to the class the difference between using the words "north" and "south" and the words "up" and "down" when locating relative places on the Earth's surface. When one place is farther north (or south) than another it is closer to the North (or South) Pole. To a mapmaker (cartographer), up means away from the Earth — into the Earth's atmosphere; down means toward the center of the Earth. Have several children locate the North and South Poles on the globe.

• Use a variety of wall (or desk) maps (starting with the most local map) to reinforce children's understanding of the cardinal directions. First, have children identify the map's compass rose. Have them come up to the wall map and demonstrate their answers to questions such as:

— What direction is Central Park from the Statue of Liberty?

— Which New York City borough is farthest north?

— What direction is California from New York State?

— What country is located just south of the United States?

— What direction is Bombay, India from Lagos, Nigeria? (These are two communities which may be studied in Grade 3.)

• Follow-up by having children explain their answers to the following questions:

— How do we locate places in the world?

— Why is it important for us to know directions?

— What does a pilot really mean when he says that one place is farther north than another place? (That place is closer to the North Pole.)

— Can you think of some real life situations in which knowing your directions would be very useful? Explain.

Summary

• Reinforce students' knowledge of the cardinal directions by playing "Simon Says." First have the children locate the cardinal directions in the classroom. For example, north might be the back of the room; south, the chalkboard in the front of the room; east, the windows and west, the closets. Hang large signs identifying each direction in the classroom. Introduce the activity by asking the children to stand and face north, then to face each of the other directions. Tell them that now when the command is prefaced by "Simon says" they are supposed to turn in the right direction. When it is given without those words, the children who turn are caught and must sit down. This goes on until one student is still standing.

Follow-up

• Students can cut paper circles and use rulers and crayons to create their own "compasses." (Art activity)

• Interested students might perform the following "experiment" which demonstrates that at exactly noon each day the sun is directly south of us and our shadow points exactly north, toward the North Pole:

— Try standing in an open space on a sunny day at noon. Place a piece of paper on the ground. Use the sun and your shadow to find the four main directions, and draw a compass rose on your paper. North will be wherever the head of your shadow points. (Science activity)

Teaching Mathematics

Our mathematics program continues to undergo change. The classroom is seen as a laboratory containing equipment for actual manipulation and experimentation and a place where children discover mathematical truths.

Your goals will be to develop with the students the basic facts and knowledges for the solving of problems, the power to arrive at a solution in many ways, a thorough knowledge of our number system, an understanding of non-numerical concepts such as weights and measures, time, and distance, and an ability to utilize probability, statistics and the graphic representation of data.

All students will not progress at the same rate. Some will need many experiences with concrete material, and much reinforcement and application. Others, more advanced, will need open-ended projects, and the opportunity to work individually.

Each grade-specific New York City Scope and Sequence is cyclical in design and reflects the most recent New York City and New York State guidelines. These documents provide a continuum of mathematics instruction for grades K through 8. Each skill or concept is interwoven with others throughout the development of each topic.

The grade-specific Mathematics Scope and Sequence bulletins are most helpful. The following pages are designed to help you use these materials and to collate in one place some of the most pertinent material.

Basic Considerations of the Mathematics Program

• The program of mathematics emphasizes the development of mathematical concepts and power in mathematical reasoning. It seeks to develop an understanding of relationships among numbers and processes. It also seeks to develop a facility with basic number facts and techniques of computation for the purpose of solving problems.

• The application of mathematical principles develops logical thinking in mathematics. The commutative principle states that the order of numbers in addition and multiplication does not affect the sum or product.

$4 + 8 = 8 + 4$ $4 \times 6 = 6 \times 4$

The associative principle states that changing the grouping of three or more addends in addition or factors in multiplication does not affect the sum of the product.

$(2 + 3) + 5 = 2 + (3 + 5)$ $(3 \times 4) \times 2 = 3 \times (4 \times 2)$

The distributive principle affects multiplication.

$3 \times 6 = (3 \times 2) + (3 \times 4)$

• The basic operations of mathematics are taught in relation to each other, not separately. Addition and subtraction are related operations.

$5 + 6 = 11$ $11 - 6 = 5$

Multiplication and division are related. $4 \times 2 = 8, 8 \div 2 = 4$

• Children will develop a deeper understanding of mathematics if they are given opportunities to discover mathematical relationships. Allow children to find solutions to examples and problems by using a variety of algorithms, and to explain their reasoning. For instance, to solve the following problem:

> For a class party, the children bought three boxes of cookies. If each box contained 27 cookies, how many cookies did they have for their party?

The children are allowed to find the solution in different ways:

One child added three twenty-sevens.

$$\begin{array}{r} 27 \\ 27 \\ +27 \\ \hline 81 \end{array}$$

Another multiplied.

$$\begin{array}{r} 27 \\ \times 3 \\ \hline 81 \end{array}$$

Another added 3 twenties and 3 sevens.

$$\begin{array}{rr} 20 & 7 \\ 20 & 7 \\ 20 & 7 \\ \hline 60 & 21 \end{array} \qquad 60 + 21 = 81$$

Children learn the relationship of doubles and near doubles.

$7 + 7 = 14$ $\qquad$ $7 + 8 = 15$

Children should discover that multiplication is repeated addition.

$5 + 5 + 5 = 3 \times 5$

• Mathematical thinking leads to problem solving. Problems may be presented orally, in written form, or as individual laboratory assignments. Children should "estimate" the answer to written problems before attempting a solution. They then compare their answers to the original "estimate."

• Mathematical language is precise. Use language that is meaningful and mathematically correct. For example, in subtraction, children use the words "exchange," "rename," or "regroup," rather than "borrow."

• Experiences are an excellent means of developing mathematical concepts. Such experiences may be a birthday party or slicing a cake into the required number of fractional parts as part of an activity.

• The decimal system of numeration, the base ten system, is a basic concept to be stressed continually. Systems with

bases other than ten may be introduced in order to reinforce with understanding of the decimal system.

Scope and Sequence

Each scope and sequence is developed cyclically and is so organized that a teacher can plan a program of sequential mathematical development for his/her grade.

This offers students more than factual mastery by allowing students to conceptually understand the multi-facets of mathematics. For example, in learning mathematics, it is not enough to simply master addition but also to see its relationship to subtraction. In learning how addition relates to its inverse operation of subtraction, the student is given the opportunity to strengthen both operations as well as to formulate a broad foundation for further learning. The *Grade 2 Scope and Sequence* is developed through 70 units. Each unit is represented by a module number and a title. Each module has a suggested period of duration. This is included as a guideline to the teacher for planning purposes as well as for student mastery. The actual time required to complete each module will vary from class to class and from student to student depending on the needs of the students and the teacher's judgment.

For organizational purposes, mathematics content in the New York City curriculum has been arranged into the following 14 topics:

.01 Numbers and Numeration

.02 Addition of Whole Numbers

.03 Subtraction of Whole Numbers

.04 Multiplication of Whole Numbers

.05 Division of Whole Numbers

.06 Fractions

.07 Decimals

.08 Integers

.09 Geometry

.10 Measurement

.11 Algebraic Concepts

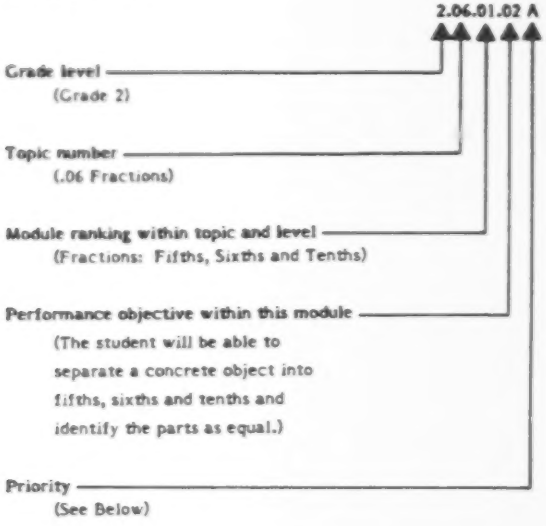
.12 Graphs, Probability, Statistics

.13 Problem Solving

.14 Review

The Performance Objectives

Each of the above topics is then developed through specific units or modules of instruction. Each module reflects a grouping of similar skills and understandings. Each module presented is a listing of skills in the form of performance objectives. Each performance objective listed within this scope and sequence is coded. This coding will allow the user to see the grade level, the topic number, the mode ranking within topic and level, and the placement of this performance objective within this module. The following example is taken from page 50 of this *Grade 2 Scope and Sequence*.


2.06.01.02 A
Grade level
(Grade 2)
Topic number
(.06 Fractions)
Module ranking within topic and level
(Fractions: Fifths, Sixths and Tenths)
Performance objective within this module
(The student will be able to separate a concrete object into fifths, sixths and tenths and identify the parts as equal.)
Priority
(See Below)

The Priorities

There is an order of priority to be recognized in teaching the content presented in this scope and sequence. Performance objectives with the greatest priority are so basic that unless the student acquires a satisfactory degree of competency in them the student cannot progress. Such objectives are marked **A** and mastery by all children is essential.

Performance objectives marked **B** are required to be presented to all students. Mastery is not expected at this time. These objectives will be developed further and reinforced later.

Performance objectives marked **C** are of special interest. These should be taught to increase positive attitudes towards mathematics.

Division can be considered as repeated subtraction. 5 can be subtracted from 15 three times.

$$\begin{array}{r} 15 \\ -\ 5 \\ \hline 10 \\ -\ 5 \\ \hline 5 \\ -\ 5 \\ \hline 0 \end{array}$$

One topic is not taught in its entirety before teaching the others. Each topic is presented in a spiral, so that every topic occurs several times during the term. Each time it is presented, it is taught on an increased level of difficulty.

Each curriculum bulletin arranges a plan of instruction in mathematical "Units." Each unit may require one lesson or several lessons. The units are sequential and should be used in the order presented.

There should be continuous development and reinforcement of the content of each topic throughout the year. There should be a variety of mathematical emphasis in the various topics according to the needs and abilities of the students in your class.

Materials Needed for the Teaching of Mathematics

For each grade there are basic materials needed to carry on a successful program in mathematics. Materials might include toy trucks, dolls, blocks, clips, pencils, crayons, discs and pennies. Instructional materials might also include tens frames, squared material, fractional parts, large paper discs. Instruments of measure include a real clock, real thermometer, transparent containers, tape measure, yardstick, balance and spring scales.

From your supervisor obtain the scope and sequence bulletin in mathematics and a list of suggested materials you will need for your grade.

Become familiar with the various kinds of materials to be used. Know the purposes of these materials. Discuss this with an experienced colleague on your grade. Find out how to construct such materials as a progressive calendar, a ribbon thermometer, unmarked ruler, and number lines.

Have all your materials available in your classroom so that you and the children can readily make use of them whenever they are needed.

Suggested Format for a Mathematics Lesson

- **A short drill** related to the aim of the lesson.
- **A brief motivation** which leads to the presentation of the aim. Many times this consists of pointing out the need of furthering a skill that has already been introduced.
- **Presentation of aim** to class: Sometimes, it is written on the chalkboard. However, it must be stated in your plans.
- **Development of the lesson:** The children are given the opportunity to work the problem out in various ways so that they can see relationships, become proficient in the use of algorithms, practice methods of solution, and formulate generalizations
- **Summary.**

• **Follow-up or Application:** This can take the form of a textbook assignment, practice examples on a rexographed sheet, practice examples on the chalkboard or a short practice test. During this time, it is possible to give the more able or advanced children an individual project and give additional help to the less able children.

• **Homework** is to be given to solidify the understanding of concepts and to provide a mechanism to increase retention. Recognizing that students learn at different rates, the daily homework assignment will be designed to allow for these individual differences. Homework assignments will be planned in two week cycles. Each homework will have four components as follows:

Component 1: three questions to review and reinforce what is presently being taught.

Component 2: four questions to review, to reinforce, and extend topics that were developed during the previous ten lessons.

Component 3: two questions from any topics that were taught prior to the previous 10 lessons.

Component 4: one question that reviews an arithmetic computational skill that will be needed for the development of a future mathematical concept.

Mathematics must be taught every day. It is a sequential skill subject that needs constant reinforcement and practice.

Sample Mathematics Lesson Plan: Grade 3

Aim: What is meant by an ordered number pair?

Performance Objectives: The student will be able to:

• identify points on a grid by using ordered number pairs.
• give directions for getting from one place to another on a grid using horizontal and vertical paths.

Do Now (Getting Started or Warm-Up)

Write the definition of the following words in a complete sentence:

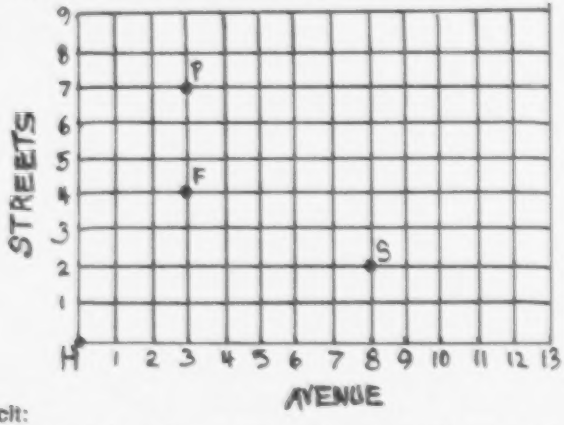
- horizontal
- vertical

Elicit: *Horizontal* means going from left to right. *Vertical* means going up and down.

Motivation: Ask the class, "When would you use a map?"

Elicit: A map is used when locating a place.

Development: Ask the class to use the following map and describe how they would travel from their home (H) to the park (P); or from their home (H) to the school (S).



Elicit:

- To travel from home (H) to the park (P) we would move 3 blocks across (horizontally) and 7 blocks up (vertically) or move 7 blocks vertically and 3 blocks horizontally.

- To travel from home (H) to the school (S) we would move 8 blocks horizontally and 2 blocks vertically or move 2 blocks vertically and 8 blocks horizontally.

Explain to the class that if we want to give directions without having to use the words "horizontally" or "vertically," we need to determine an order so that one knows which is first. Therefore we will move horizontally first, then vertically.

Explain that mathematicians prefer to write as little as possible; so that we can write (3,7) to mean moving 3 blocks horizontally and 7 blocks vertically. Therefore P is located

at **(3,7)**. Point out that **(8,2)** means moving 8 blocks horizontally and 2 blocks vertically.

Therefore S is located at **(8,2)**.

Explain that this is true only if we start at H which is (0,0); at that point there is no movement horizontally and no movement vertically.

Explain to the class that this map is called a **grid** since it has both horizontal and vertical lines indicated (avenues and streets are used on this map).

Place another point on the grid to indicate a friend's house (call it F).

Ask the class to describe how to travel from home (H) to the friend's house (F) and how to identify point F.

Elicit: To travel from H to F, move 3 blocks horizontally and 4 blocks vertically from H, and point F is written as **(3,4)**.

Ask the class: How is (3,4) different from (4,3)?

Elicit: (3,4) is NOT the same as (4,3) since (3,4) means moving 3 blocks horizontally and 4 blocks vertically and (4,3) means moving 4 blocks horizontally and 3 blocks vertically.

Explain that because order is important, we call **(3,4)** an **ordered number pair.**

Applications:
Use the same map (grid) and ask students to locate the following ordered number pairs:

a) (2,6) b) (5,7) c) (0,8)

Ask students to explain how they traveled (or moved) to get to each of these points. Write the description of the movement on the chalkboard. For example: **(2,6)** means moving 2 blocks (spaces) horizontally and 6 blocks vertically.

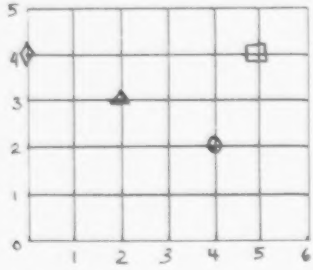
Use the following grid and answer the following questions:

a) What is the number pair for the circle?

b) What figure has the number pair (2,3)?

c) What is the number pair for the diamond?

d) What figure has the number pair (5,4)?



Final Summary:

• When would we use a number pair?

Elicit: A number pair is used to give the location of a point on a grid (graph).

• Describe the direction of movement for a number pair such as (5,2).

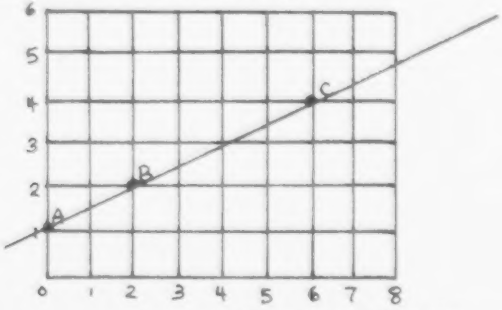
Elicit: The first number (5) means moving 5 blocks horizontaly and the second number (2) means moving 2 blocks vertically.

• Why do we use the term ordered number pair?

Elicit: Number pairs are ordered so that we don't think (5,2) is the same as (2,5).

Enrichment Activity:

The line on the map below is a highway.



Write the ordered pairs for the points on the highway, i.e., points A, B, and C.

You are at (4,3). Are you on the highway?

Explain your answer.

You are at (8,4). Are you on the highway?

Explain your answer.

Sample Mathematics Lesson Plan: Grade 6

Aim: How can we subtract mixed numbers from whole numbers?

Performance Objectives: The student will be able to:

- identify and describe a mixed number
- subtract a mixed number from a whole number with simplification
- express 1 in equivalent forms

Do Now (Warm-Up):

1. Which of the following is a mixed number? Explain your answer.

a. $\frac{1}{2}$ b. 7 c. $8\frac{3}{5}$ d. $\frac{19}{2}$

2. Simplify

$\frac{2}{2} = ?$ $\frac{4}{4} = ?$ $\frac{8}{8} = ?$

3. Write 1 as an equivalent fraction having 6 as a denominator.

Elicit:

1. A mixed number is the sum of a whole number and proper fraction. Therefore, $8\ 3/5$ and $19/2 = 9\ 1/2$ are examples of mixed numbers.

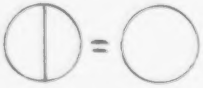
Write on board:

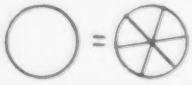
$8\ 3/5 = 8 + 3/5$; $9\ 1/2 = 9 + 1/2$

2. $\frac{2}{2} = 1$; $\frac{4}{4} = 1$; $\frac{8}{8} = 1$

Ask students to explain their answers. (They may use a circle to show these results or other diagrams.)

Place appropriate diagram on board under the statement; for example

$\frac{2}{2} = 1$ 

3. $1 = \frac{6}{6}$ 

Motivation

Present the following problem to the class orally and write on chalkboard:

Mary baked 7 apple pies for a cake sale. She sold 2 1/2 pies. How many apple pies did she have left?

Have a student read the problem aloud to the class. **Ask students:** What information is given to us in this problem?

Elicit: Mary baked 7 pies and sold 2½ pies.

Ask students: What do we want to find? **Elicit:** How many pies Mary had after selling 2½ pies.

Ask students: What can be said about the number of pies left?

Elicit: The number of pies left must be less than 7.

or

If we estimate the number of pies sold is 3 to make the problem simpler, then 4 pies are left (since 7-3 = 4).

Ask students: Describe a plan that may be used to solve this problem.

Elicit: A diagram or a number sentence

$7 - 2\ 1/2 = ?$

Have students explain why the operation of subtraction is used to solve this problem.

Ask: What do you think we are going to learn about today?

Elicit: How can we subtract mixed numbers from whole numbers?

Development:

Ask the class to solve:

$$\begin{array}{r} 51 \\ -\ 29 \\ \hline \end{array}$$

Have a student explain how to solve the problem.

Elicit: In order to subtract we have exchange 1 ten for 10 ones.

Have a student come to the board to solve the problem:

$$\begin{array}{r} 4\ 11 \\ \not{5}\not{1} \\ -\ 29 \\ \hline 22 \end{array}$$

Ask the class to solve:

$$\begin{array}{rr} & 5\frac{2}{3} \\ - & 1\frac{1}{3} \\ \hline \end{array}$$

Have a student come to the board to do the problem and explain his/her work.

Elicit: In order to subtract, we subtract the fractional parts and then subtract the whole number parts of the mixed numbers.

On board:

$$\begin{array}{r} 5\frac{2}{3} \\ -\ 1\frac{1}{3} \\ \hline 4\frac{1}{3} \end{array}$$

Ask class: What type of numbers are being subtracted?

Elicit: This problem involves subtracting a mixed number from a mixed number.

Ask: How can we check our answer? **Elicit** and write check on board.

Ask: How can we use what we just did to solve

$$\begin{array}{r} 7 \\ -\ 2\frac{1}{2} \\ \hline \end{array}$$

Elicit: In order to subtract, we need to exchange 1 for $\frac{2}{2}$ and rename 7.

Ask how they knew to use $^2/_2$ and not $^3/_3$?

On board:

$$\begin{array}{r} 7 = 6\frac{2}{2} \\ -\ 2\frac{1}{2} = 2\frac{1}{2} \\ \hline 4\frac{1}{2} \end{array}$$

If necessary elicit and write on board:

$$\begin{aligned} 7 &= 6 + 1 \\ &= 6 + \frac{2}{2} \\ &= 6\frac{2}{2} \end{aligned}$$

Ask: How can we check our work?

Elicit:
Check

$$\begin{array}{r} 4\frac{1}{2} \\ +\ 2\frac{1}{2} \\ \hline 6\frac{2}{2} \end{array} \qquad \begin{aligned} &= 6 + \frac{2}{2} \\ &= 6 + 1 = 7 \end{aligned}$$

Ask how this can be solved using a diagram.

Elicit:

number sold | number of pies left

Ask students to answer the motivation problem.

Elicit: Mary had $4\frac{1}{3}$ pies left from the cake sale.

Medial Summary:

How can we rename a whole number to a mixed number?

Applications:

Ask students to refer to the model on the board when solving the following problems:

1. $10 - 4\frac{2}{3}$

2. $12 - 9\frac{1}{4}$

Have students go to the board to write and explain their procedures and solutions to these problems.

If time, give problems 3 and 4 and have students come to the board to write and explain their work.

3. $50 - 18\frac{5}{6}$

4. $100 - 18\frac{2}{5}$

Final Summary:

Ask students to explain how we subtract a mixed number from a whole number.

How to Know the Levels and Abilities of Your Class

From the student's test card, note the latest grade level score in mathematics. Note that there are separate scores for computation, problem solving, and concepts.

Use the first few days for giving the children a series of diagnostic/placement surveys on the curriculum of the previous grade. Such tests should include response to number facts, understanding of number operations, measurement and problem solving. Children demonstrate an initial understanding in the use of such materials as tens frames, squared material and instruments of measure. Oral exercises, such as dictating numbers, may be used.

Use a large index card for each child in your class or a special section of your marking book and note for each child the specific types of weaknesses evidenced as a result of your diagnostic surveys.

Note the most frequent weaknesses common to the entire class. Plan to reteach lessons to the class correcting these weaknesses.

Make note of children who show many weaknesses. Plan to give these children special help and special attention during mathematical lessons and additional individualized instruction.

Make note of children who are advanced in mathematics. Plan to use their abilities during the mathematics lessons. Plan enrichment activities for them throughout the year.

Drill

The purpose of drill is the development of automatic response to number facts. Drill and practice material should be used only after understanding.

One type of number relationship is emphasized at a time during drill. Such relationships may include:

Doubles and near doubles: 7 + 7 = ? 7 + 8 = ?

Commutative principle: 3 x 5 = 5 x 3

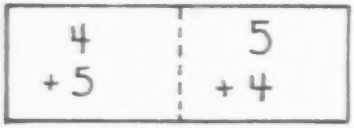
Associative principle: 8 + 5 = (8 + 2) + 3

See your scope and sequence for additional relationships to be used.

A short period (no more than 5 minutes) of a lesson should be devoted to a specific type of drill. The drill should be related to the lesson. For example, a lesson on division with five as the divisor should be preceded by a drill on multiplication of numbers from 1-10 by five.

Drill procedures should be varied and interesting. Use cards showing relationships, oral questions, games such as the number wheel, or materials such as the tens frame or the number line.

Example of a card showing relationship:



The card can be folded so that the child sees only one half of it at a time. If he/she does not know the answer, he/she can refer to the other box and then derive the answer.

1. Circle the largest numeral on each line.

   10, 7, 9, 5, 4, 3, 1

   1, 0, 4, 9, 8, 6, 7

2. Arrange these numeral cards in order beginning with the smallest.

   10, 7, 9, 5, 4, 3, 1

   9, 2, 8, 7, 6, 5

3. In counting backward which number comes next?

   10, 9, 8 ---

   9, 7, 5

   67, 63, 59 (use with upper grades)

4. Change the number that does not belong on each line.

2, 4, 6, 9, 10

5, 10, 16, 20, 25

1970, 1980, 1995, 2000 (Use with higher grades.)

5. Count orally.

a) by twos starting with 10

b) by tens starting with 3

c) by fives starting with 35

6. Drills using tens frame.

Show beads on tens frame and have children tell or write number shown.

e.g., a row of 10 and 4 (14)

2 rows of 10 and 6 (26)

5 rows of 10 and 3 (53)

7. A number has many names.

Using addition and subtraction facts, how many can you give us for 7?

6 + 1	9 - 2
5 + 2	10 - 3
4 + 3, etc.	11 - 4, etc.

Using all four operations of addition, subtraction, multiplication, and division facts.

36 has many names.

How many can you give us?

33 + 3	40 - 4	9 x 4	72÷2
18 + 18, etc.	55 - 19, etc.	6 x 6	108 ÷ 3

8. Children make numeral cards 1-10.

Teacher shows the numeral or dot card—asks children to add 2, or add 3, or take away 2. Children show correct answer.

Teacher shows: 9 x 6. Children hold up: 54.

9. 5 + 5 = 10 is a mathematical sentence.

5 + 6 = ☐ This an open sentence. Complete it. What numeral belongs in the box?

a) complete these sentences:

7 + ☐ = 11 4 + 7 = ☐ 7 - ☐ + 1 = 11

10 x 6 = ☐

30 x 6 = ☐ + 60

b) Write the symbol (+, -, x, ÷) that makes these sentences true.

4 ☐ 2 = 6 8 ☐ 2 = 6 9 ☐ 3 = 27

c) Make these mathematics sentences true by using the following signs:

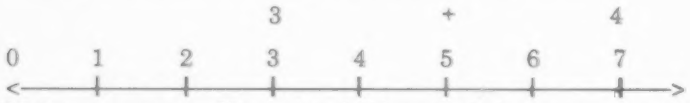
> greater than < less than = equal to

9 + 6 ☐ 15 14 ☐ 7 + 7

7 + 3 ☐ 12 8 + 5 ☐ 10

10. Drills using the number lines.

Prepare a number of oak tag strips. Mark even intervals.



Write a sentence. Have the children find the answer on the line.

a) 3 + 4 =

b) When you subtract on the line you start with the amount and move to the left.

7 - 1 =

c) 3 sets of two = Mark off 3 twos (2, 4, 6)

d) 2 $\overline{)}$ 6 count off sets of two.

During a drill period, the teacher occasionally asks a child to tell how he/she arrived at an answer. In this way, the teacher determines whether or not the child understands the relationships.

Every child who needs the drill should participate. In order to insure this each child should write the answer or hold up the numeral card with the answer. If the child makes a mistake during the drill period give the child an opportunity to see this error and correct it immediately.

Children who need special help should be given individual assistance such as using individual cards showing relationships for independent practice at school and at home.

When the teacher feels that the children have developed automatic response to number facts he/she should test them and then analyze the responses to discover the specific facts and relationships that need further reinforcement.

Homework

Homework in mathematics should be given regularly to reinforce what has been taught in school. Homework assignments should be discussed carefully with the children so that they understand exactly what to do. Assignments should be short enough so that they may be reviewed and discussed during the next school day.

Children must be selected to put a homework example or problem on the board so that each child may discuss/explain his/her solution.

All children should be given the opportunity to see the reason for their errors and to correct their own work.

Children may be given assignments, such as making up problems or keeping statistical records over a period of time. Children who are having difficulty should be given individual attention by the teacher during the homework discussion period and during the regular lessons. Advanced students may help other children see the reasons for their errors in their homework and help them in the correction.

The success or failure of children with their homework should indicate to the teacher a need for reteaching, or it may indicate a readiness for a new lesson in mathematics.

Evaluation and Recordkeeping

Teachers must continually evaluate children's understanding and facility in mathematics in order to determine their readiness for the next step or topic.

- Ask children at varying levels of ability to explain "what it means" or to "tell it in another way." Listen carefully for the level of understanding revealed in the explanations.
- Ask children to estimate or compute mentally. Ask children how they arrived at estimates.
- Observe how children use materials at their desks and at the class Display Board. Ask what they plan to do, are doing, or what they did.
- Use tests based on scopes and sequences, textbooks of the grade, or earlier grades, to determine strengths and weaknesses of the children.
- When a city-wide standardized test is given to your children, analyze the reports that contain specific student strengths and weaknesses in computation, problem solving, and the understanding of mathematical concepts.
- Keep a continuous record of each child's strengths and weaknesses by using a large index card or page in a marking book for each child, indicating abilities in the various topics that have been taught.

Teaching Writing [1]

Learning to write is in some respects like learning to ride a bicycle.

We can be told or shown how to move our feet on the pedals and where to sit on the seat to balance, but we don't learn to ride until we get on the bicycle and practice riding, perhaps with a supporting hand on the back wheel to allay our fear of falling.

Similarly, learning to write requires practice in writing. And writing and writing and writing.

A supportive classroom environment encourages the willingness to take risks. So, too, does an involved and responsive teacher who writes and shares that writing with the students.[2]

Scope of the Writing Program

There are many purposes for writing. It is important to create situations where students need and want to use written language. Students must have the opportunity, through classroom instruction, to:

[1] Materials in this section have been adapted from *Composition in English Language Arts Curriculum K-12*, The University of the State of New York, The State Education Department, Bureau of English and Reading Education, Bureau of Curriculum Development (Albany, New York, 1986); and *Standards for Basic Skills in Writing Programs*, National Council of Teachers of English (Urbana, Illinois, 1979).

[2] *Writing Every Day Generates Excellence*, New York City Board of Education, Division of Curriculum and Instruction, New York 1982.

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- **Write in many forms**

letters	reviews	journal entries
stories	dialogue	newspaper articles
descriptions	lists	essays
directions	reports	messages
summaries	autobiographies	outlines
notes	biographies	poems
captions	plays	

- **Write for a variety of purposes**

to express personal feelings	to describe
to explain	to narrate
to define	to entertain
to clarify thinking	to persuade
to record	

- **Write for a variety of audiences**

for themselves

for other students

for parents

for younger children

Underlying Principles

- Writing activities must reflect the awareness that writing is a process; the student must be given the opportunity to think and plan, to compose on paper, to revise, to edit, to proofread, and to share.

- Writing is done on a regular, planned basis, not just when it can be "squeezed in."

- Students are frequently given the opportunity to generate their own topics for writing.

• Teacher/student/peer conferences are a regular part of the writing program.

• Instruction in conventions of written English is based on the students' own writing rather than on workbook exercises.

• Teachers make reading-writing connections by highlighting authors' styles and techniques to make students aware of them.

The Composing Process

Students must understand that completing a piece of writing takes time. A process approach encourages children to see writing as a continuing activity. The stages of the composing process include everything from the initial thinking about a topic to the publication of a final piece.

Prewriting

This is a rehearsal stage where students can experiment with ideas and gather information before writing by:

• thinking about different topics

• choosing a topic

• jotting down key words and phrases that come to mind

• talking about ideas for writing with a teacher/classmate

• reading about the topic

• interviewing

• drawing

• brainstorming ideas about an assigned topic (see Semantic Mapping technique—pp. 106-107)

Drafting

When writing a first draft, the primary concern is getting thoughts and ideas on paper without worrying about correctness. Drafts are "tentative," and are written with the understanding that they can be changed during the revision stage. To facilitate later revisions, students can be encouraged to:

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- Skip lines to allow for later changes.
- Write only on one side of the paper.
- Cross out rather than erase. It is faster and easier and it also preserves for the revision stage.
- Underline words they think are misspelled.

Revising

Most students are not aware that writing takes time and goes through many revisions before a final product is produced. During revision, students actually "re-see" their work, share it with others and decide on changes *in content only* to improve the clarity and organization of the piece. Questions which prompt revision include:

> Does my piece make sense?
>
> Do I like what I have written?
>
> Should any words/sentences be added....taken out?
>
> Should any words/sentences be moved around?
>
> Do I like my beginning...middle...ending?

Teaching students how to use revision techniques (arrows, carets, cutting and pasting, inserting, deleting, reordering) will provide them with the tools for rewriting.

One of the most effective ways to instruct students in how to revise their writing is to model the process for the class. After prewriting, compose a paragraph with the class, using the chalkboard or an overhead projector. Revise this first draft by talking about what needs to be changed, added or deleted and the reasons for each change. Encourage and accept suggestions from members of the class. This modeling will provide students with the opportunity to witness the process of revision and to realize that words do not magically flow to form a polished final copy for an adult any more than they do for a student.

Having a variety of materials available such as colored pencils or pens, scissors, tape or glue, etc. can help students in revising their work. The use of these materials could be

modeled in revising the paragraph written on the chalkboard or overhead projector.

You can show students how to review by demonstrating revision techniques:

- Separating sections they want to move around by cutting them apart and taping them in the new order.
- Using arrows, carets and other symbols to add/move text.
- Numbering sentences or paragraphs to show how the student wishes to rearrange the piece.
- Attaching longer rewritten sections to the original draft.

Editing

The purpose of this phase of the writing process is to insure that necessary corrections have been made so that errors do not interfere with the reader's ability to understand the piece.

Some ways the teacher may provide students with editing skills are:

- Model the editing phase using a paragraph written on the chalkboard or overhead projector.
- Ask students to identify errors and make necessary corrections.
- Develop with the class an editing checklist that they can use by themselves or in peer or small group editing sessions.
- Display prominently on large pieces of construction paper a writing checklist containing one simple directive in each problem area; e.g., Do I begin each sentence with a capital letter?
- Teach, through mini-lessons, a specific aspect of grammar or mechanics that has been identified from the students' writing. Focus on one skill at a time. Have the students add this new mechanics skill to their checklists.
- Instruct students in the use of dictionaries, usage handbooks, thesauruses, etc.
- Find what words the students misspell frequently and concentrate on them. Have students make, refer to, and add

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to their own dictionaries words they frequently misspell. Remember that the stress on correct spelling should come only during the editing stage. It must not be allowed to interfere with the initial writing impulse.

Publishing

Part of the philosophy underlying the writing process is that students write to be read. The process stresses student awareness of a purpose and an audience for writing. Without publication of finished works, the writing process itself has not been completed. Without some type of publication or display of their work, students may lose the sense that their writing is a meaningful communication. Furthermore, if there is no prospect of publication, students may lose the desire to improve their writing.

Some of the ways in which the students' work can be shared are:

- class books
- school or grade-level newspaper
- class literary magazine
- school handbook
- school anthology
- local newspaper
- student magazines such as *Highlights*, *Jack and Jill*, *Writing*, etc.
- pen pal letters
- poetry booklet
- parents' association
- display of stories in the library
- taped stories
- written work exchanged with another class or in another school
- written work read orally to the class, in an assembly or to family members

- bulletin board display in halls or classrooms
- broadcasts over the PA system or in-school TV

It is important to note that not every written piece that a student begins will be published. However, a teacher should make every effort to insure that students do develop some of their written work well enough to be published. The recognition and self-satisfaction that students get from having their written work seen by others are most important.

The Teacher's Role during the Writing Period

Provide Encouragement and Support

Encourage students to try new techniques, experiment with varied forms of writing, and write for different purposes and audiences. Students who worry about making mistakes are usually our poorest writers. You can help students feel more comfortable about writing by accepting first efforts as drafts, with the understanding that improvements can be made during revision and editing stages. For the student writer, a supportive classroom environment, where teachers and classmates are accepting and helpful lessens the anxiety about writing and encourages the willingness to take risks.

Model an Interest in Writing by Writing Yourself and Sharing Your Own Writing with Students

Children who see their teachers write have a model to emulate. You can stimulate student interest in writing by sharing the many types of writing you do (notes, letters, plans, reports, requests, etc.) and encouraging students to experiment with these forms.

Confer with Students about Their Writing

Schedule time during the writing period for short individual or small group conferences with students about their writing. Conferences can take place at all stages of the writing process. Your role during conferences is to:

- ask questions that will draw out students' interest and ideas:

— Why do you want to write about this topic?

— Do you have enough information to begin your piece?

• help students focus and strengthen the organization and content of the piece by asking:

— Are you happy with your beginning/ending? If not, how would you make changes?

— Do you have any information that doesn't belong?

— Did you leave anything out?

• help students react to their own writing so that they can identify problems and resolve them by asking:

— How does this draft sound when you read it aloud?

— What questions did your readers/listeners have?

— What do you intend to do in the next draft?

The questions that you ask during writing conferences must evolve from the students' own writing. You can develop your own questions and adapt the ones listed here to meet the needs of your class.

During all teacher-student conferences remember to:

• listen to what the student has to say

• respond to the content first

• handle one problem at a time

• keep the conference short

Writing in the Early Grades[3]

Young children can write sooner than we think! You can make writing an important component of the communication arts program in kindergarten and first grade by:

[3]For additional suggestions on teaching writing in the early grades see the Board of Education publications *Teaching in the All-Day Kindergarten, Now We Are Six: A Guide to Teaching First Grade* and *Teaching Grade Two.*

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• setting aside time each day for children to draw, write, share their stories and listen to the stories of others.

• providing materials in the "Classroom Writing Center" which will motivate children to draw and write (magic markers, crayons, pencils, paper of different shapes and sizes, sheets of paper stapled together to form blank books, scissors and tape for cutting and pasting when adding on to a story).

• recognizing that a drawing without words can be a story.

• accepting the child's invented spellings.

• encouraging children to write for real reasons:

— signs for block buildings

— shopping lists in the housekeeping corner

— notes to the teacher

— letters to pen pals and classmates

— birthday cards, get-well cards

— making signs for areas of the classroom

— labeling their own artwork

• displaying children's writing in all areas of the classroom.

• adding student-made books to the library corner.

• giving children daily opportunities to share their drawings/written stories with others.

• strengthening listening and speaking skills by asking children to:

— retell stories they have heard (Young children can begin by telling a classmate: "I heard you say".....and retelling the story).

— ask questions of the author about the story that has been shared.

• teaching simple revision and editing skills as they are needed.

Elementary School Writing Activity

Sample Lesson Plan[4]

Activity: A strange place—Prewriting/Writing

Aim: To write a personal narrative

Materials: Paper, pens, pencils, markers, crayons, etc.

Performance Objectives: Student will be able to:

- prepare for writing by recalling personal experience
- write a personal narrative

Motivation:

Recall prior activities and experiences: "What have we learned about immigrants arriving in New York? What were they probably feeling? Why?"

Using student responses, introduce the activity.

Procedures:

Relate a personal experience about being in a strange place to stimulate thinking and sharing. Children also recall their experiences of being in a strange place.

- Has anyone ever had a similar experience? Tell us about it.

As children recall their experiences, teacher probes with questions which help recreate the scene. For example, "I can't picture it. Tell us more. How did you feel? Why?"

Encourage children to ask questions. "Is there any part of the story you would like to know more about? Is there anything you do not understand?"

Children turn to their neighbors, discuss their experiences, and share reactions to one another's stories.

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[4]Adapted from *CIMS Communication Arts, Grade 3,* Division of Curriculum and Instruction, New York City Board of Education.

• Circulate and assist children as needed. Children who are not motivated by the topic should be allowed to select their own.

• Children write first drafts.

• End writing period with a share session (10-15 minutes). One child reads his/her piece and the other children react. Focus discussion on one quality of good writing that the children can learn from this piece.

Summary:

Ask questions that tie the learnings together and help children apply them to their own lives.

Examples:

• In what ways were our feelings like those of the immigrants?

• What are some of the words we used to describe our feelings?

• How does talking about our experiences help us to write?

Suggested Follow-up Activities:

• Children read their first drafts to one another and revise based upon feedback. Final drafts are edited for publication or display.

• Mechanics of writing may be introduced to small groups or the whole class depending upon the needs reflected in the children's writing.

Concepts:

• Writing improves when we re-create the scene.
• Being in a strange place is an experience shared by many people.

Teaching Science

Instructional Objectives

- Students will learn to solve problems effectively.
- Students will be able to apply appropriate scientific skills.
- Students will develop positive attitudes towards science.
- Students will increase their understanding of scientific principles and content matter.
- Students will develop the ability to observe, then record data accurately and specifically.

Effective science teaching/learning begins with the identification of science-related problems by utilizing appropriate skills, applying positive science attitudes, following accepted science principles, and learning necessary content.

- Children must first use their individual (both personal and school-related) experiences to recognize a potential problem area. They should be able to formulate questions and tentative hypotheses that further specify the problem. The actual sequence of solving a scientific problem proceeds with the following logical steps:

Developing a Plan — This initial phase of problem-solving focuses on what specific understandings have already been acquired. Students should be able to ask: How do I proceed to acquire the needed new information? What action will I have to take? What materials will I require? How will I ultimately evaluate my findings?

Acquiring Information — The student scientist follows the predetermined sequence of activities. Modifications are sometimes necessary as new information is derived. A variety of skills will be utilized in obtaining data.

Organizing Data — As new information is acquired, the problem-solver must determine how to organize this data in order to proceed to a solution. Poorly organized data sometimes hides a solution. Often a different ordering of information reveals new insights.

Interpreting Findings — The investigator endeavors to discover order from the data. What patterns are emerging? What correlations, if any, do you find?

Generalizing Data — The science student attempts to draw conclusions from the analyzed data. Were the original hypotheses substantiated or are new hypotheses suggested?

Conclusions — The end result of the problem-solving process. Frequently a decision made on one problem leads to a new problem.

Inventory of Skills

The following comprehensive inventory of appropriate skills is involved in all good science lessons. It is to be noted that any given lesson may not contain every skill.

• *Classifying* — Selecting some method or system of grouping materials or events.

• *Creating Models* — Using charts, diagrams, recordings, pictures, graphs, tables or any other illustrative representation to display data.

• *Decision Making* — Choosing a course of action based upon analyzed data after considering alternatives.

• *Developing Vocabulary* — Becoming familiar with specialized terminology and the pertinent use of general words in the context of a given scientific area.

• *Formulating Hypotheses* — Developing a tentative statement which postulates cause-and-effect relationships.

• *Generalizing* — Widening the application of a particular observation to a more general conclusion.

• *Identification of Variables* — Recognizing the factors that change or remain constant under varying conditions of an event.

• *Inferential Reasoning* — Drawing a conclusion based upon logical reasoning to explain an observation.

• *Interpreting Information* — Determining apparent relationships in data-analyzing the information.

• *Manipulating Materials* — Knowing how to safely, effectively, and skillfully handle materials and equipment.

• *Measurement* — Making quantitative notations by using various calibrated instruments or personally devised standards.

• *Observation* — Using specific or combinations of senses to become aware of various properties, events, or objects.

• *Prediction* — Expecting future outcomes based upon current analyzed data.

• *Recording Data* — Noting clear, intelligible, systematic lists, outlining charts, graphs, measurements or observations.

• *Replication* — Duplicating procedures previously completed.

In order for children to effectively pursue scientific inquiry, they need to develop appropriate science attitudes including the following:

• appreciating the world of nature.

• respecting life in its variety of forms.

• accepting others and respecting the environment while studying phenomena.

• respecting the rights of others while using resources.

• respecting the beliefs and values of others.

• recognizing potential positives and negatives that might accrue to individuals and environments.

Scientific "truths" or principles evolve from the study of the physical and life sciences. For example:

• Living things (plants and animals) have specific life requirements.

• Plants and animals are dependent on each other.

• Life forms exist beyond the life span of individuals because of their ability to propagate themselves.

• Living things are affected by their environment.

- Energy and matter have forms and properties.
- Energy and matter exist in a variety of forms and can be transferred within an ecosystem.

Sample Science Lesson Plan: Grade 1

General Topic: Animals and plants in the neighborhood.

Aim: What do we need for our plant to grow?

Performance Objectives: Children will each plant lima beans and systematically chart the progress of the sprouts over a period of twenty-one (21) days. Tentative conclusions will be derived.

Content Area Vocabulary:

seed	root
stem	leaf

Materials Required:

- Pictures of various common plants
- Chart of a green plant (parts labeled)
- Lima beans (two for every child)
- Plastic milk containers (one, pint sized, for every child)
- Bag of potting soil
- Container of water
- Ruler, safety scissors
- Class chart for monitoring plant growth for twenty-one days

Procedure:

- Children discuss plants in their classroom, at home and in the neighborhood.
- Teacher displays pictures of common plants.
- Children discuss common parts of all green plants.
- Teacher displays labeled chart of a typical green plant. The key differentiated parts of the plant are noted (root, stem, leaf, flower).

• The teacher models the appropriate techniques of preparing the lima beans for potting.

• Each child cuts a milk container, prepares the soil, and inserts the lima beans into the soil. Water is added to the containers. The containers are then placed on the window sill.

• The teacher sets up a class chart for systematic observation of plant growth. Notations are made every third day for a twenty-one day period.

• The teacher sets up various control groups of plants to illustrate the requirements for successful plant growth. Two (2) containers are carefully labeled and maintained with each of six (6) variations.

1. Lima beans, no soil, no water, no sun
2. Lima beans, no soil, no water, sun
3. Lima beans, soil, no water, no sun
4. Lima beans, no soil, water, no sun
5. No lima beans, soil, water, sun
6. Lima beans, soil, water, sun*

• Ongoing class discussions of what is happening to the plants. Why are there differences in the height of the plants, color, number of leaves and size of the leaves from plant to plant? An experience chart is maintained.

Evaluation:
The children hypothesize the reasons for success or failure of various plants. Tentative conclusions are developed.

Follow-up:

Children start various plants at home from seeds. Periodic class discussions are held concerning the progress of the student plants. Particularly successful samples are brought to school for exhibition.

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* Children's plants. Vary the amount of water.

Illustration of Plant Progress Chart:

PLANT VARIATIONS	Days of Observation						
	3	6	9	12	15	18	21
#6							
#5							
#4							
#3							
#2							
#1							

Sample Science Lesson Plans: Grade 3

General Topic—Lesson One: The earth and sun

Aim: Why is there day and night?

Motivational Question: How do we know when it is day? How do we know when it is night?

Performance Objective(s): Children will be able to demonstrate the difference between day and night on the earth using an earth-sun relationship and the earth's rotation as an illustration.

Content Area Vocabulary: rotation

Materials Required:

— chart of the day-night earth in relation to the sun

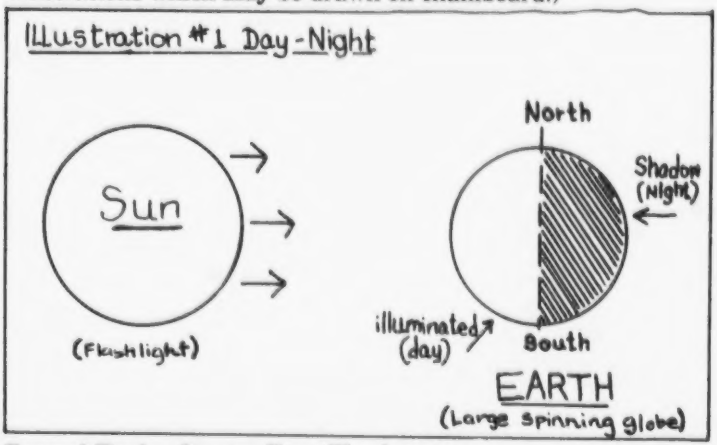
— flashlight

— a rotating globe

Procedure:

- Have children discuss the earth's motion (rotation).
- Emphasize the specific requirement for rotation (one day = 24 hours).
- Analyze chart depicting earth-sun relationship.

• Guide children to recreate the earth-sun relationship and the earth's rotation using the above required materials. (See illustrations which may be drawn on chalkboard.)



General Topic—Lesson Two: The four seasons

Aim: Why are there different seasons?

Motivation: What are the four seasons? How can we tell them apart?

Performance Objective: Children will be able to:

• demonstrate a year on the earth using an earth-sun relationship and the earth's revolution as an illustration.

Content Area Vocabulary:

revolution
tilt
orbit

Materials Required:

• chart of the earth's seasonal position in relation to the sun
• four (4) balls or small globes
• electric light in a socket

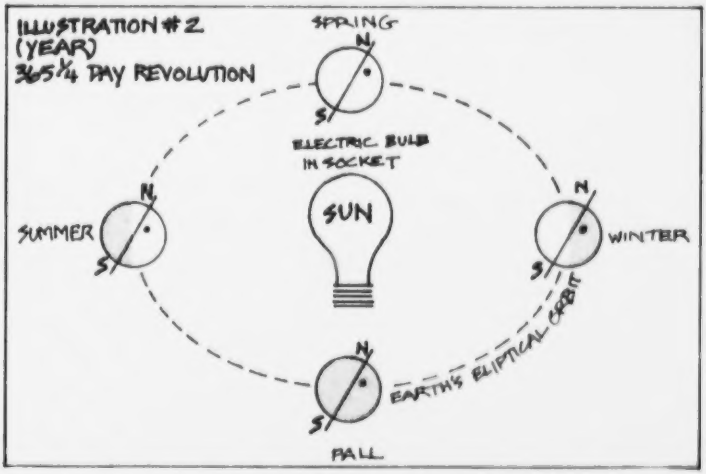
Procedures:

• Children discuss the earth's motion (revolution). One

year equals 365 1/4 days; earth's path around sun is called an "orbit."

• Chart depicting earth-sun relationship in all 4 seasons is analyzed.

• Students recreate earth-sun relationship during a year using the earth's revolution and tilt as in the illustration below.



Teacher Note: The earth's tilt (23 1/2°) is the cause for the seasons. • represents New York City.

Evaluation: Students make observations from various locations (seasons) in the classroom. Hypotheses are developed. Tentative conclusions are developed.

Follow-up:

• Children will discuss "day-night" on other interplanetary bodies, e.g., moon, Mars, Jupiter.

• Children will discuss "year" on other interplanetary bodies.

• Children will make earth-sun models from painted styrofoam balls, wire hangers.

• Individual library research enrichment reports to be assigned to children for sharing with classmates.

Suggested Topics:

- Possible life on _____ (Mars, moon)
- Spending a vacation on the moon
- Visiting a space station
- Working in space
- A trip to Mars

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Chapter Five
Records, Reports, Forms
A Guide to the Perplexed

A Few Reassurances

Your primary responsibility is classroom instruction. However, your teaching must be supported by a host of administrative details: for example, student attendance, student records, textbooks and supplies, room and time schedules, guidance and health data, and your own personnel records. All of these require "paper work" on your part. The variety of forms and reports may seem burdensome at first: yet neither you nor the school could function without them.

Before you start to worry, stop and reflect. No beginning teacher in any school is expected to master all these details at once. You will get constant help from your supervisors, your buddy teacher (if the school has a buddy system), and other staff members. When you have a question, there will always be someone to answer it for you. Gradually you will become familiar with each item for which you are responsible until you come to regard your administrative tasks as necessary routines but not as severe problems. Soon you will be an experienced colleague giving assistance to a beginning teacher who is just as new as you were a short time ago.

To aid you in getting organized at this initial stage, we have prepared a glossary of the forms and the terminology that you are most likely to encounter. Our accompanying descriptions are not complete explanations. Their intent is to clarify some of the terms used elsewhere in this manual or in the school where you will teach. Remember, too, that your school will utilize many of these forms, terms and procedures but not necessarily all of them; also the nomenclature in a few instances may be slightly different.

Where you need further amplification, you should refer to the circulars or handbook that may be available in your schools. Of course, the best reference is the actual form or record itself.

Alphabetical Listing

*Absence Form for Teachers
*Accident Report
*Address Card
*Admission—Discharge Slip (Authorization for Change Register)
*Alphabetical Card
Anecdotal Record
Articulation Card
Art Room Schedule
Assembly Schedule
*Attendance Card—School Record of Attendance
*Attendance Sheet—Class Period Report—SD1031
*Attendance Teacher's Investigation and Report—Form 407
*Audiometer Test Report—Sweep Frequency Class List
Auditorium-Reserve Schedule
A-V (Audio-Visual) Order Form

Bell Schedule—Time Schedule
Boundary Map—School District Lines Map
Building Map
Bulletin Board—Schedules and Notices
*Bus Card—Bus List—Bus Tag

Class Analysis Sheet
Class Disposition Sheet
Cluster Teacher's Schedule
*Commendation Card
Committee on the Handicapped Referral Form (C.O.H. Referral Form)
Conference Notes—Conference Folder
Confidential File
Corrective Reading Schedule
*Course of Study
*Curriculum Bulletin

*Dental—Class Control Sheet
*Dental Record—Under Treatment
Disciplinary Referral Card
Duty Schedule

*Emergency Home Contact Card

Film Schedule
*Fire Drill Card

Gymnasium Schedule

Handbook
*Health Card—Cumulative Health Record—Salmon Colored (104S)
*Health Plans for Teachers

* *Items identical in all schools*

*Inventory Card for Books; for Supplies; for Equipment

Letter to Parent
Library Schedule
Lost and Found Schedule
*Lunch Eligibility Form
Lunch List

Marking Book
*Medical Card (103S)

*Nurse's Referral—Pink Slip

Observation Report
Office Record Card
Organization Sheet
Out of Room Book
Out of Room Pass

Parent Consent Slip
Personnel Information
Plan Book
Prep Schedule
*Program Card
*Pupil Cumulative Record Folder—Container

Radio and TV Schedule
Rainy Day Schedule
Reading Record Card

*Record Card—Cumulative Record—Personal and Educational Data—Yellow
*Released Time Card
*Repair Request
*Report Card
*Reporting Form: Parent-Teacher Conference
*Roll Book—School Record of Attendance (N.B. This is a legal document)

School Aides' Schedule
Science Supply Request
Seating Plan
*Shelter Drill Card
Speech Teacher's Schedule
*Substitute Instruction Card
Supply Order Card
*Syllabus

Teacher's File
TESL Schedule
*Test Card—Cumulative Record—Test Data—Blue-Green
*Time Card
Trip Permission Slip

*Vision Defect Summary

Yard Duty Schedule

* *Items identical in all schools*

Glossary

Absence Form for Teacher*

This official form (OP 198) is obtainable from the school secretary. It is to be filed after the teacher's return to school following absence for illness. Other special situations of absence, such as a death in the family, an illness of 20 days or more, or a line of duty accident require other forms which will be supplied by the payroll secretary.

An officially printed white form is also available for special cases of absence or non-attendance.

Accident Report*

An official accident form is to be filled in by the teacher if an accident occurs to a child or the teacher on or about the school premises. Regulations require immediate reporting to the school office of any accident to child or teacher; statements of teacher, hurt child and witnesses are required.

Address Card*

This is a card on file in the school office according to address. A card is usually kept for each student.

Admission—Discharge Slip (Authorization for Change of Register)*

In order to keep accurate account of the changing number of children on each class register, the office usually sends the class teacher an officially printed slip notifying the teacher of any new admission or discharge.

Alphabetical Card*

This is a card, according to alphabet, kept in the school office. A card is usually filed for each child.

Anecdotal Record

The anecdotal record is a detailed and objective account of a student's behavior. Such records are often kept by the teacher for students with special problems of adjustment.

Articulation Card*

In order to effect a smooth transition of students from elementary school to the intermediate school at the end of the

** Items identical in all schools*

fifth or sixth grade, the teachers of these grades fill out articulation cards in the early Spring of the school year.

A separate manual has been published which explains the various entries in detail.

Art Room Schedule

In some schools, a separate room is set up for painting and other art activities. To provide time for many classes, the school usually prints an art room schedule.

Assembly Schedule

Each teacher is usually responsible for one or more assembly programs each year. The time of such programs is usually set forth for a term and printed on a school assembly schedule.

Attendance Card—School Record of Attendance (red binder)

Attendance Cards are an official and legal record of attendance. Entries are to be made in blue or black ink only. Erasures are not permitted. Corrections *must* be made in red ink. Instructions on how to fill out the cards are included in the binder with the attendance cards. The binder and attendance cards are not to be taken out of the school.

Attendance Sheet—Class Period Report—SD1031*

Each day, in addition to filling in the daily attendance for each pupil in the roll book, the teacher completes the appropriate entry on the Class Period Report. Most schools collect this report weekly.

Attendance Teacher's Investigation and Report—Form 407*

When a child is absent for 5 consecutive days (or on the first day of a suspected truancy), the teacher files a yellow form 407 for follow-up by the attendance teacher. A notation "T" is entered in the roll book box for the day of filing the "T-slip."

Audiometer Test Report—Sweep Frequency Class List*

Each year, usually on alternate grades, the school arranges

* *Items identical in all schools*

a hearing test for children. The results are tabulated on the Sweep Frequency Class List.

Auditorium—Reserve Schedule

In order to arrange for equitable sharing of time for assembly program rehearsals and for avoidance of conflict with fixed use of the auditorium (for films, assemblies, etc.), the school usually devises an auditorium-reserve form on which teachers can enter their requests for auditorium use.

A-V (Audio-Visual) Order Form

Since there are many audio-visual machines and materials (films, filmstrips, transparencies, tapes, etc.), most schools print their own forms by means of which teachers can place their orders in advance of use.

Bell Schedule—Time Schedule

Each school sets up its own schedule of entrance and dismissal signals; also where children or classes change rooms during the day, such changes are usually signalled by automatic or hand operated bell or buzzer system.

Boundary Map—School District Lines Map

The district boundary of the school is usually mimeographed as a street map giving the street names and numbers of addresses that fall within the school's district.

Building Map

To familiarize new teachers with the room numbers and locations as well as the sites of special facilities (e.g., gym, auditorium, library, etc.), each school usually has its own mimeographed building map for each floor of the building.

Bulletin Board—Schedules and Notices

Bulletin boards and display cases are found in classrooms, corridors, and offices. The corridor bulletin boards are usually decorated on a rotating basis by teachers whose rooms are nearby. The same is done for display cabinets. Office bulletin boards contain official notices being brought to teachers' attention. Other office postings are for matters of general professional interest. Each teacher and class is responsible for decorations and displays in their own classroom.

* *Items identical in all schools*

Bus Card—Bus Tag—Bus List*

There is an officially printed bus card or pass to be made out for each child who is eligible for riding a school bus or for receiving a reduced fare card for use on public buses. Most schools require a listing of children on a class bus list. For youngest children, a bus tag is often tied to an outer-clothing button.

Class Analysis Sheet

Many schools devise a form which includes names, achievement data, and guidance information for children in the class. This class analysis sheet is valuable in planning for group work and individual instruction. It gives the teacher and supervisor a "bird's eye view" of a class.

Class Disposition List

When a class has to be divided because of sudden illness of the teacher or requirement of the teacher to fulfill some other assignment, the children are assigned to other classes. This is usually planned in advance for smooth administration by means of a class "break up" list detailing where each child is to report on such occasions.

Cluster Teacher's Schedule

Many schools have a Cluster Teacher assigned to one or a few grades. This teacher's schedule of coverage of classes or groups for specific purposes is set forth in a Cluster Teacher's Schedule.

Commendation Card*

This is a card obtainable in the office which may be given to students for good attendance, good work or good conduct, or for some special reason. In this way it serves as a means of motivation.

Committee on the Handicapped (C.O.H.) Referral

If a child is to be referred for testing for Special Education use form "Referral to Committee on the Handicapped." One copy of form is sent to District C.O.H., one copy is given to principal and one copy is kept by teacher.

* *Items identical in all schools*

Conference Notes—Conference Folder

A conference folder should be kept to contain the notes of faculty and smaller group meetings. These notes often include information and due dates to which the teacher must refer.

Confidential File

Where information regarding a child is of a highly confidential nature, a file is kept in the principal's office or the guidance office. Such files are available only by permission of the supervisor or guidance staff.

Corrective Reading Schedule

If the school has the services of a corrective reading teacher, a schedule is printed giving details of time, place and groups designated for remedial instruction.

Curriculum Bulletins*

Curriculum bulletins are produced by the Division of Curriculum and Instruction working with teachers in the schools. The bulletins usually deal with content, methodology and activities of curriculum areas of one or more grades, e.g., communication arts, science. Other bulletins may include all areas for several grades. Some bulletins deal with special topics, e.g., planning trips. A complete catalog of curriculum bulletins is available free of charge from the Curriculum Production Unit, Room 613, 131 Livingston St., Brooklyn, NY 11201.

Dental—Class Control Sheet*

This is a brief listing of children in need of follow-up because of dental defects discovered by teacher examinations prior to or on Health Day early each term.

Dental Record—Under Treatment*

This is a record of progress giving the stage of follow-up for the child who has been found to have tooth defects.

Disciplinary Referral Card

An officially printed referral card (some schools have their own card) is given to the supervisor or guidance person if a teacher wishes help in handling a problem. It includes the reason for referral. The card enables the guidance person to

* *Items identical in all schools*

plan for sending for and interviewing the student.

Duty Schedule

It is a regular part of some teachers' work to assume certain duties outside of classroom instruction. A duty schedule is provided setting forth the responsibility where required, e.g., bus duty, lunch duty, yard duty, etc.

Emergency Home Contact Card*

The Emergency Home Contact Card is an officially printed blue card. It is usually filled in at admission time and corrected as needed during the succeeding school years. It contains information about whom to contact in the event of emergency.

Film Schedule

In order to provide for advance planning of use of film projections in designated places at specific times, schools often prepare a schedule of showings.

Fire Drill Card*

A printed Fire Drill card must be posted in every classroom. On it are entered the stair number and exit the class will use in a Fire Drill. The various gong signals for drills with or without outer clothing are posted on the card.

Gymnasium Schedule

In order to arrange an equitable sharing of the use of the gymnasium and/or play yards, the school issues its own schedule for class assignments to these areas. Usually several classes on the grade are assigned at the same time.

Handbook

Many schools, in order to explain and codify the school program and procedures, reproduce their own handbook. Some schools, particularly secondary schools, also print a student handbook. It is important for new teachers to get copies of any such handbooks.

Health Card—Cumulative Health Record—Salmon Colored (104S)*

This card is kept up-to-date by means of teacher or nurse entry. The card is one of three (cumulative, test card also) contained within the record card folder. On the card are

* *Items identical in all schools*

entered height, weight, vision, hearing and illness data as well as records of teacher-nurse conferences or other medical information.

Health Plans for Teachers

This is a booklet of general information about the New York City Health Insurance Program which can be obtained from the school secretary.

Inventory Card for Books; for Supplies; for Equipment*

The teacher records on these cards the titles, the number and condition of books or maps received or transferred. Most often, entries are made or revised at the beginning and end of the school year.

Letter to Parent

Most schools devise a simple standard form letter to be sent (often a countersignature by supervisor is required) whenever a parent is asked to come to school.

Library Schedule

The library schedule is set up by each school in order to provide a specific time for the class to be brought to the school's central library. In many instances, time is also indicated for borrowing and returning of books for individual pupil research.

Lost and Found Schedule

Inevitably, there are articles of clothing or personal belongings or books found in a school. Each school assembles such items in a given place and makes provision for children to seek their lost belongings at designated times.

Lunch Eligibility Form*

To be eligible for free lunch, financial need must be established. An officially printed form must be filed for each child receiving free lunch.

Lunch List

Most schools devise their own lunch list to be turned in daily or to be checked daily when children purchase or receive the lunch served by the school kitchen. The list is filled in by the teacher and usually collected or checked by school aides or monitors.

* *Items identical in all schools*

Marking Book

In a marking book provided by the school, teachers keep written records of the child's test marks, individual reports, and class work. These books usually contain daily and/or weekly entries which serve as partial basis for report card ratings.

Medical Card (103S)*

A white medical card is kept in the nurse's office for each child. It is a Health Department record on which medical entries are made only by the school doctor or school nurse.

Nurse's Referral—Pink Slip*

If a child does not feel well or some medical problem arises during the school day (on days when the nurse is on duty), the teacher fills in the top part of the pink slip and sends it to the nurse, thus apprising her of the reason for referral.

Observation Report

When a supervisor visits the class for more than just a brief time, he or she may send an observation report. This report includes commendatory matters as well as suggestions for improvement. Usually, the supervisor also discusses the lesson with the teacher. The aim of the report is to help the teacher to evaluate and improve classroom instruction.

Office Record Card*

A 5 x 8 office record card for each child is kept on file in the school office. Very brief identifying data (class, date, room, etc.) are entered on the card each year; this card remains in the school after the more detailed yellow cumulative card is sent on—to the receiving school in case of transfer.

Organization Sheet

Each school mimeographs its own organization sheet listing the names, classes and rooms of all teachers and other school personnel. Often, notices to be read by teachers are attached to an organization sheet which teachers are asked to sign when they have read the notice.

Out-of-Room Book

Some schools require individual children leaving a classroom to sign time-out and time of return. This practice enables the school, when necessary, to determine who has been

* *Items identical in all schools*

out of a room at a particular time. The teacher also becomes aware of children who may need attention because of excess leaving of the room.

Out-of-Room Pass

In many schools, children out of a room (for an errand or for toileting) are required to carry a wooden or masonite pass. This is to ensure legitimate absence from class and to discourage several children from leaving the room at the same time.

Parent Consent Slip

A parent consent slip (forms differ) is required for any special class activity such as trips, monitorial duty, out-of-school activities, etc. These slips must be collected in advance of the activity and kept on file. Some schools issue a "blanket" form to cover all such activities for the school year.

Personnel Information

Information regarding sick leave, salaries and differentials can be obtained from the school secretary. Forms such as the application for change of name by marriage are also obtainable from the payroll secretary.

Plan Book

The teacher records the daily and weekly instructional plans in a plan book. Sample plans will be found in other parts of this handbook. In most schools, plan books are collected every week and examined by a supervisor.

Prep Schedule

A schedule for preparation periods. Refer to the most recent U.F.T. Collective Bargaining Agreement.

Program Card*

To ensure a proper balance of time among the various curriculum areas, teachers are often asked to "block in" daily allotments on a yellow program card—as a model for a typical yet flexible week's use of time for the various curriculum activities.

* *Items identical in all schools*

Pupil Cumulative Record Folder—Gray Metal Container*

The yellow cumulative record, the green test card, the salmon-colored health card are kept together in a large record card folder for each student. The folders for a class are kept in a gray metal container.

Radio and Television Schedule*

Radios and TV sets are available in all schools for the reception of programs on WNYE-FM, WNYE-TV, and WNET-TV Channel 13. Schedules for these programs are arranged by the supervisors in the school.

Rainy Day Schedule*

Since outdoor areas are not usable in inclement weather, the school prints an alternate plan of assembling and supervising pupils on such days.

Reading Record Card*

A continuous record of each student's progress—strengths, weaknesses, reading level—is kept on the reading record card. The manual, *Sequential Levels of Reading Growth*, contains detailed instructions for the use of the card. Some schools use reading cards devised by the company from which the school purchased their reading series.

Record Card—Cumulative Record—Personal and Educational Data—Yellow*

This record, kept in a large manila envelope, contains educational, family and personal data for the child. It is a cumulative record which is forwarded whenever the child changes school. Each teacher makes required entries on this card, mostly at the end of the school year.

The school will supply a Manual for the Cumulative Record Card which explains the entries.

The cards for the class (kept in a gray tin) should be examined early to learn valuable information.

Released Time Card*

When the parent wishes it, the school releases the child for one hour on a designated afternoon each week for religious

* *Items identical in all schools*

instruction. The religious institution and the parent make this request on an official Release Time Card which is given to the teacher.

Repair Request*

An official Repair Request is filled in by the teacher and given to the supervisor whenever a repair request is made, e.g., broken window, damaged furniture, etc.

Report Card*

Three or four times a year (decided by the school district) the teacher issues a Report Card to parents of children in grades K to 6 informing them of their child's progress and status in work and behavior. There are three kinds of cards: one for kindergarten, one for grade 1, and one for grades 2-6.

The school will supply the *Manual of Instructions for Pupil Reporting* which explains and exemplifies ratings.

Reporting Form—Parent Teacher Conference*

Teachers keep brief notations of their parent-teacher conferences. These notations will help when the marks are given on the report cards.

Roll Book—School Record of Attendance*

The roll book is an official and legal record of attendance. Entries are made in ink *daily*; erasures are not permitted. Corrections are made in red ink. The first five pages of the roll book have samples of various kinds of entries. Roll books are never taken home.

School Aides' Schedule

School aides are non-professional personnel who assist teachers in many administrative tasks—duties, supplies, mimeographing, books, lunch records, etc. Their specific assignments are mimeographed on a School Aides' Schedule.

Science Supply Request

To allow for advance ordering and distribution of science supplies, teachers fill in a school-devised supply request

* *Items identical in all schools*

form which is then placed in the office box of the person in charge of such supplies.

Seating Plan*

This is a yellow printed card used as a convenient device for recording the seating arrangements of the students in a class.

Shelter Drill Card—Emergency Drill*

The school is required to hold several Civil Defense Drills each year. The signals for the drill and the class station during the drill are usually printed on a card or notice.

Speech Teacher's Schedule

Most schools have the services of a corrective speech teacher once a week. The planned student group meetings are mimeographed or posted on a schedule.

Substitute Instruction Card*

The teacher attaches the official substitute card to his/her attendance binder. With this, the per diem substitute is able to follow the routines and instructions with a minimum of confusion.

Supply Order Card

Several times each year, teachers submit their request for school supplies—chalk, erasers, paper, etc. The supply card lists the items available upon teacher request.

If the room is in short supply of important items, the teacher should send in a supply card immediately.

Syllabus*

An abstract of a course of study; a scope and sequence; an outline as opposed to a fully realized curriculum.

Teacher's File

The record of assignment, attendance, observation reports, official communications and documents are kept on file in the school office. Such files are open to the teacher's inspection upon request.

* *Items identical in all schools*

TESL Schedule

Some schools have a teacher licensed to teach English as a second language. Such schools would have a schedule of services provided by this teacher.

Test Card—Cumulative Record—Test Data—Green*

On each student's cumulative blue-green test card, there are periodic entries made giving test scores on various standardized tests administered by the school. Here will be found brief dated entries of scores on reading tests, arithmetic tests, lab tests, etc. This card is used in planning the instructional program for class, group or individual. Most significant entries are in the form of grade equivalents or percentile ranks. See Record Card Manual for further instructions. Specific instructions are issued by the school explaining the entries to be made for each test.

Time Card*

When the teacher comes into the building at the start of the day and leaves at the end of the day, the arrival and departure time must be recorded by "punching" the time clock. The time card is used to verify service for payroll purposes and to ascertain actual arrival and departure.

Trip Permission Slip

Parent's consent is required whenever children leave the building on a class trip. Most schools have their own mimeographed form to be taken home and returned with parent signature in advance of the trip.

Vision Defect Summary*

This is a record of students whose eye defects, as revealed by Snellen Chart test on Health Day, require follow-up attention and/or glasses.

Yard Duty Schedule

The school mimeographs its own schedule of rotating teacher responsibility for supervising the places of gathering of large groups of students usually in the morning and during the lunch hour.

* *Items identical in all schools*

Materials, Supplies, Tools of Instruction

Introduction

This brief section is meant to give you an overview of the *kinds* of educational aids that are usually available in schools. All such aids are *meant to make the instructional program more effective*—through motivation, vitalization, student participation, visualization.

Most schools set up their own procedures for making aids available to teachers. Teachers serve as coordinators in charge of purchasing, receiving, storing, distributing and inventorying materials. The responsibilities are usually subdivided for books, general supplies, art supplies, audio-visual materials, library books and office machines.

In-school lists and distribution procedures will be made available to you early in the school term. During the school year *you will receive training in the proper place and use of aids* in your class instructional program.

Don't be overwhelmed by the number and variety of these listings. In your early weeks of teaching, you should *rely on the "usual"* e.g. books, workbooks, chalkboard, bulletin board, general supplies, maps. As you gain confidence, you will want to enrich your teaching through the use of *some* of the other aids. *Don't try too many too soon* since there is neither a mandate nor a timetable for their use. Utilize an aid when it fits your class program but only when *you feel comfortable* with it.

Printed Materials

For Teacher Use

- Teachers' editions of pupil textbooks, teacher manuals or guides
- Teachers' editions of workbooks
- New York City and State curriculum bulletins
- Official Catalogues—Science, Textbook, Library, OMT
- Program Guides—WNYE, WNDT—Channel 13

• Professional libraries—within the school, district office, Manhattan 53rd Street Donnell Branch Library, Main Library in Brooklyn or Queens

• Commercial listings of supplies and audio-visual aids

• Periodicals, (e.g., *Grade Teacher, Instructor, Elementary English, Reading Teacher, Arithmetic Teacher)*

• Anthologies such as "Time for Poetry," "Let's Read Together Poems"

For Student Use

• Textbooks in various curriculum areas: reading, mathematics, science, social studies, language arts, music, workbooks to accompany textbooks

• Supplementary textbooks in these areas

• Independent materials, (e.g., workbooks independent of textbooks, reading kits)

• Research materials, (e.g., encyclopedias, dictionaries, atlases, almanacs)

• Newspapers and periodicals, (e.g., *Weekly Reader, Junior Scholastic*)

Typical General Supplies

Paper, pencils, chalk, erasers, rulers, scissors, clips, tacks, Scotch tape, fasteners, paints, crayons, brushes, easels, staplers, etc.

Some of these are expendable (paper); others are non-expendable (rulers, scissors).

Some Typical Supplies for Various Curriculum Areas (see grade guides and curriculum bulletins for descriptions and use)

• *Mathematics*: tens frame, abacus, fractional parts, flannel board, discs, play clocks, pocket chart, squared materials, toy money, splints, scale, standard measures, number line.

• *Reading:* games, puzzles, word cards

• *Science*: realia (e.g., seeds, tools, rocks); science equipment (e.g., test tubes, thermometers, chemicals, pumps); planetaria, charts, models

• *Social Studies*: maps, globes, atlases, time lines, cartoons

• *Art*: easel, brushes, paints, crayons, paper, scissors, wood, clay, paste, cloth, felt, wool

• *Music*: flutophones, rhythm instruments, staff liners, pitch pipes, staff paper

• *Health Education*: recordings, balls, rope, Indian clubs, bats, gloves, mats

• *Handwriting*: wall charts, pupil seat charts

• *Early Childhood Education*: blocks, puzzles, games, dolls, rhythm band instruments, sand play equipment, housekeeping equipment

Audio-Visual Materials

A-V Machines

filmstrip projector
sound projector
TV
phonograph
radio (many schools have centrally operated controls)
tape recorder
video cassette player
overhead projector for transparencies
opaque projector for flat pictures
teaching machines for programmed instruction
slide projector (2x2 or lantern slides)
screen

Materials for Use in A-V Machines

filmstrips
transparencies
tapes
flat pictures
programs for programmed instruction machines
2"x 2" or 2 1/4"x 3 1/4" slides
phonograph recordings
motion picture films
pictures in books
video cassettes

Other Audio-Visual Materials

Chalkboard and chalk	Gloves
Bulletin board	Post
Flat pictures	Photographs
Textbook illustrations	Models
Charts	Realia (actual objects)
Maps	Cartoons
Art Prints	Graphs

Related Office Equipment Found in Many Schools

Typewriters, including those with primer size type
Spirit duplicators (Rexograph)
Mimeograph machines; stencils
Thermofax machines (a few dry copies; copying from books)
Automatic stencil cutting machines
Mimeoscope for drawing on stencils; styli
Photocopying (Xerox) equipment
Word processors
Computer and printer
Computer software

Some Typical Community Resources Useful to School Program

Industrial plants	Local stores
Museums	People of community; workers, professional people, people with special talents
Zoos	
Libraries	
Factories	Recreational centers
Fire houses	Historic places
Civic centers	Parks
Post offices	Community boards

District Curriculum Center. Each district has a curriculum center. The center may have materials that teachers may find useful in teaching lessons in various content areas.

District Curriculum Coordinators. People who work out of the District Office or Curriculum Center and have expertise in various areas. The coordinators can assist new teachers.

Chapter Six
Three R's of Teaching

Responsibilities, Relationships, Rewards

The three r's of teaching are not basic skills like reading, 'riting and 'rithmetic, but they are fundamental considerations that will play a large part in your teaching career. They include *professional*, *social*, *personal* and *legal* aspects of your job.

Your Responsibilities

Your *general* responsibilities, such as class management, discipline, planning and teaching, have already been discussed. However, you will also have a number of *special* responsibilities.

Student Health and Safety

Accident or Injury (seen by you or reported to you)

• If the accident or injury appears serious, notify the office at once. Send for help if you need it.

• Administer first aid if warranted. Only administer first aid if you know how to do so. There is a chart available which describes appropriate first aid procedures. See your supervisor for this. If you do not know how to do this properly, then DO NOT administer any first aid. IMMEDIATELY send for a supervisor!

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• Fill out an official accident report *even if the injuries seem minor*. You can get the form and instructions from a school secretary or school official. Follow the same procedure if you are injured on the school premises, *for your own protection*.

• Remember that in addition to the importance of these measures for children's welfare, you have a *legal obligation* to carry them out.

First Aid (for illness or injury)

• You *should not* 1) move the patient unless absolutely necessary; 2) administer any medication or antiseptic; 3) attempt to remove foreign bodies from the eye.

• You *should* 1) try to control bleeding; 2) apply artificial respiration if needed; 3) clean wounds with soap and water and apply a sterile dressing; 4) keep the child quiet, warm and comfortable; 5) *get medical help if needed*, in accordance with school procedures.

• Again these actions are your *legal obligations*.

Student Illness

• Determine whether there is a need for emergency measures such as notifying the office, seeking help, administering first aid.

• For routine signs of illness—fever, headache, nausea—send the child to the medical room or emergency room with a referral slip. If the student can walk but appears ill, have a classmate accompany him. For younger children, get an adult—for example, a school aide.

Emergency Drills

• Know the stairways and exits for a *fire drill* in every room or area where you teach or supervise children. Know the signals for fire drills with and without outer clothing. Take your roll book with you during a fire drill.

• If you *discover a fire*, sound the nearest school alarm (you should *know its location*) and notify the office immediately.

• Know the regulations and procedures for Civil Defense drills (Shelter Area and Take Cover).

Vital Precautions Related to Health and Safety

• Be alert to hazards in a room—a broken window, a jagged projection, a wet section of the floor. Report such conditions at once and take proper care until the condition is corrected.

• Watch the ventilation, temperature and cleanliness of your classroom. *Keep children away from windows.* Open and close windows yourself. Don't open windows from the bottom.

• Be alert to signs of student illness such as flushed face, head on desk, dizzy spell. Note also children with inadequate clothing in cold or rainy weather and report these cases to the appropriate school authority.

• *Don't* send children outside the building on errands. You will be *legally liable* if anything happens to the child.

• *Don't* assign to children dangerous tasks like lifting heavy equipment or climbing to take down a poster. Any injury will be your responsibility.

• *Don't* leave children unattended. If you *must* leave your room, tell the teacher next door or the office. Wait, if possible, until your class is covered.

• *Don't* leave the building except during your lunch period, unless you get official permission. Even though you are not teaching at the time, there may be an emergency or an emergency drill in which children assigned to you are left unsupervised because you are out of the building.

• *Don't* do anything which can be legally interpreted as corporal punishment—pushing a child into line, making a child stand in the corner, etc. If the child suffers as a result, you are *in the wrong*.

• Keep accurate records of attendance, cutting and room leaving, so that you can *establish legally* at all times whether any child was in your room or elsewhere. The school and the parents must know when the child is or is not where he or she is supposed to be.

• *Don't* detain children during their lunch period or deny them free lunch on your own initiative. No child should miss his or her lunch because of you.

• If you plan to keep children in, the children and parents should be told the day before. Don't keep any child more than 30 minutes and *never beyond the daylight hours*. Always escort children to the street after school hours. Keep in mind that detention, as a punitive device, raises problems of safety and parent concern and therefore should be used sparingly and judiciously.

• If you see a strange or suspicious looking person in the building without a pass, *let the office know at once*.

Security of Money and Property

Money

• Caution students not to bring large sums of money to school. There is always the danger of theft.

• Don't tempt children by your own carelessness—showing that you have sums of money with you, leaving a pocketbook or wallet on your desk, etc.

• Don't collect money from children for any purpose without written approval from a supervisor. Usually there is a school form. Money that you collect should be given as soon as possible to a designated school official or placed in the school safe. Keep a record and get a receipt.

• If money is missing—yours or a student's—notify the office at once.

• *Never* leave money in a desk drawer or closet, even if locked.

Personal Property

• Train children to take care of their personal property—pens, watches, etc.—and set a good example by your concern for your own belongings. Tell children not to wear expensive jewelry to school.

• Have children deposit their outer clothing in the wardrobe and pick it up at dismissal in orderly and systematic

fashion. Be sure that all the children have their coats before you dismiss the class. Keep the clothing closet locked throughout the day. Inform the office at once if the lock is defective.

• Insist that children take all belongings home with them at the end of the day—clothing, books, etc. This is usually a school rule.

School Property

• You should conserve books, supplies, equipment and other school property by training students in the care of these items, keeping careful inventories and checking on the return and condition of books or other articles used or borrowed by students or other teachers.

• When you are not in your room and it is not being used by others, keep it locked. Do the same with closets and drawers. Leave your keys in the place designated by the school at the end of the day and pick them up in the morning. *Don't take your keys home.* Your room and closets may then be inaccessible to the school or a substitute if you are absent. There is also the danger that you will lose your keys outside.

• Official student records, such as *your rollbook and record cards*, should be kept under lock and key when not in use. *Don't take them home.*

Student and Parent Rights

Tests, Marks, Report Cards

• Students are entitled to a reasonable chance to get satisfactory marks. If too many students do poorly on your tests, you should appraise your tests and your instruction before you blame the students. Remember that no teacher can devise tests on which 65% is always a true passing grade. At times you will have to regard the test marks as raw scores rather than precise indices of achievement and either adjust the ratings or weight other factors more heavily.

• Students should not have their *marks lowered for poor behavior.* There are separate ratings for conduct. Where

misbehavior is part of a pattern of poor effort and work, the student should be failed; but where the misbehaving student is passing tests and doing the work, the student should be given the mark earned and a low rating in conduct or citizenship.

• Parents have the right to inquire about their children's marks and to be given reasons for the marks. They also should be informed *before* the issuance of the report card, if their children are doing poor work.

• In short, you are not responsible for passing every student, but you *are* responsible for giving every student a fair chance and for trying to help students who are not doing well.

Student Records

• Student records, including your class records, are confidential. Don't leave them lying around. Don't let students carry these records unless they are in sealed envelopes. You may discuss a student's record with the child or the parent but *not with other students and parents*.

• You have the responsibility for respecting the privacy of a student's record and achievement. Don't make comparisons in talking to children or parents and don't discuss the problems of a child with other parents. This is especially true of *confidential items* which should not even be discussed with other teachers. *Don't gossip about students.*

Religious Beliefs

• The Supreme Court has ruled that there should be no discussion in schools evaluating religious beliefs or personal aspects of religion and no action which can be interpreted as a form of religious observance, such as reading the Bible or singing a hymn.

• On the other hand, elementary and junior high school students are entitled to leave school an hour early one day each week for religious instruction, at their parents' request. You are to follow the regulations of your school in this matter.

Professional Obligations

You should set a good example to your students in your dress and appearance, your manners and self-control, your speech, your social attitudes and your personal evidences of character.

You should cooperate with the school and your colleagues by *leaving word at the earliest possible moment when you expect to be absent*. All schools have an arrangement whereby you can call the Bureau of Per Diem Operations to report your absence. Each borough has different telephone numbers to call. See your principal for a card listing the numbers for your school's borough. You can call these numbers anytime, 24 hours a day. If calling on the day of absence, please call before 7:00 A.M. It is also advisable to call your school office that morning to report your absence. If you know several days in advance, as in the case of a scheduled medical examination, notify the office at that time. Where illness is sudden, telephone quickly. In that way, the substitute registry can get a substitute for you; otherwise your students must be taken care of by your fellow teachers as an extra burden.

The school or your supervisor may establish a policy or practice with which you disagree. You have the right—even the responsibility—to express your opinion as an individual or as part of a group, but if the policy or practice is legal, you must observe it.

You also have a professional obligation not to criticize school policy or practices to students, parents or outsiders, since these are professional matters to be settled within the school or school system. Nor should you express views about other members of the staff.

After reading the section on records and reports, you know how important these are to the school and to the students. By preparing such items with care and accuracy and submitting them on time, you will be helping your students, your colleagues, the school administration and yourself.

In addition to your teaching assignments, you may have one

or more administrative assignments. You should report promptly for these duties and perform them to the best of your ability. Failure to do so will reflect on you, will inconvenience colleagues who are depending on you and may prove harmful to the children.

Fortunately a teacher's private life is no longer the business of the parents or community. Nevertheless you should keep in mind that you are a representative of the teaching profession and that the public image of your profession will be influenced by your utterances and actions. What is asked is simply good judgment and good taste.

Your Relationships

Your relationships with students have been explored in the chapter on discipline and touched on in other sections. Here your professional relations with adult personnel in the school will be considered.

Parents

Bases for a Good Working Relationship

- Stress the *common interest* and goal that you and the parent have: the welfare and progress of the child.
- Make your approach *positive*: the strong points of the child; his/her potential; ways in which he/she can and should be helped.
- Where the child presents some problem, concentrate on measures you and the parent *can take together* to benefit the child.
- Make the parent feel that you *like and respect the child.*
- Don't just talk; listen as well so that there is an exchange of information and ideas rather than a lecture by you.
- Where the situation is *beyond you*—a student you cannot handle and a parent who is apathetic or antagonistic—*refer* the situation to a counselor or supervisor.
- Treat parents as you would like *your children's teachers* to treat you.

Parent-Teacher Interviews During Open School Week (or similar occasions).

- Put a "Welcome Parents" sign on your classroom door.
- Greet the parent or parents by name; have them sign guest list.
- Express pleasure for the chance to discuss the student and his/her work.
- Give specific information on the child's standing and progress. Be definite but also be considerate and understanding.
- Have samples of student work on hand: homework, tests, reports, etc.; also records of test marks, class work and other relevant data.
- Encourage the parent to talk. Ask pertinent questions. Answer the parent's questions within the limits of your knowledge of the child.
- Close the interview gracefully. Summarize important points and thank the parent for coming.
- After the interview, jot down important points that you wish to record or remember.
- Indicate the "Parent-Teacher Conference" on the child's cumulative record card. There is a section for this on the card.

> **Note:** These suggestions are designed to give you some orientation and a point of view. Your own school will probably provide you with detailed instructions for parent interviews.

Written Communications to Parents

- Letters to parents should be channeled through a supervisor or counselor. Find out what your school's regulations are.
- Aim at getting the parent to come in and see you. Stress the child's welfare, not the child's shortcomings.

• The less you put in writing to achieve the desired result, the better. Don't say anything that you wouldn't want quoted.

• When a parent writes to you and requests an answer, send a reply if there are no complications; otherwise try to have the parent come in for a conference. If the letter raises problems you cannot solve, consult with a counselor or supervisor.

Pupil Relations and Parent Relations

• Good relationships with pupils are the surest means of having good relationships with parents.

• When parents feel that their children are benefiting from your guidance and instruction, they will listen to you and work with you.

The School Staff

The focus in this section will be on your *working* relationships rather than your social relationships. While both are important, what you need to know now is how the functions of various staff members relate to your position and your assignments.

Supervisors

• The *principal* will have more contact with you in smaller schools than in larger ones. This person is responsible for the overall supervision and administration of the school, but often you will be working directly with an intermediate supervisor usually an *assistant principal*.

• Your immediate supervisor will probably be an assistant principal in the elementary school. Other supervisors such as the principal, or the instructional program developer will work with you at times. However, there will be *one* supervisor to whom you will be chiefly responsible and to whom you will go first with any problem.

• The *community superintendent*, although not in your school, supervises all the schools in your area or district. Community superintendents will visit their schools on occasion and may ask you, along with other beginning

teachers, to come to the district office for orientation sessions. There are also specialists in the district office, such as, the district curriculum assistant and the district reading consultant, who can be helpful to new teachers.

Non-teaching Members of the Staff

• The *school secretaries* can often be helpful to you. The secretary for teacher personnel will advise you on salary and fringe benefits (sick leave, health plans, etc.). The secretary for *student personnel* may assist you with some aspects of student accounting.

• The *custodian* and *custodial helpers* take care of the school building. They ask that rooms be left in good order by teachers and that hazards or needed repairs be reported promptly. You should channel your requests for repairs through the office in accordance with school procedures.

• *School aides* perform many routine tasks which would otherwise have to be done by teachers: lunch duty, patrols, assistance with books and supplies, etc. Sometimes they are parents of children in the school. They are valuable members of the staff and should be treated as such.

• There are others who provide services; for example, the *school doctor* and *school nurse* from the Department of Health. You should get to know who these persons are and when they are available.

Faculty Members with Special Assignments

• Every school has teacher-specialists or teacher-administrators who can help in your orientation and will work with you. The following are major examples:

1. The *guidance counselor*.

2. Senior teachers who aid supervisors in administrative matters and in orienting newcomers such as the *grade leader*. There is also your *buddy teacher* to help and advise you.

3. Teachers with special functions in elementary schools, such as the *bilingual teacher* and the *Teacher of English as a*

Second Language (for non-English speaking children), the *remedial reading teacher, resource room teacher, speech teacher, instructional program developer,* and the *teacher of library.*

• The U.F.T. committee meets regularly with the principal on matters related to the *Agreement between the Board of Education and the United Federation of Teachers* and other matters of school policy or teacher interest. The U.F.T. has been elected by majority vote of all teachers in the school system as the bargaining agent and the official organization to represent all teachers. The chapter chairperson and the U.F.T. committee have been chosen by the U.F.T. members in the school. Membership in the U.F.T. is voluntary.

All Members of the Staff

There are many unifying and diversifying factors affecting staff relationships: age, sex, marital status, race, religion, personal values, etc. There are also factors of position or role, including license (supervisory, regular, substitute, non-teaching), nature of assignment and length of time in the school. Some of these factors plus your personal inclinations will influence your social relationships.

As for your professional relationships, they should be based not on diversities but on common problems and goals connected with the welfare of the children, the staff, the school and the larger community. This point of view will help you to work constructively with all your colleagues.

Your Rewards

Why become a teacher? There must be some cogent reasons. This manual has given you an overview of difficulties that you will face: organizing a mass of routines, maintaining discipline, planning your lesson, teaching effectively, keeping various kinds of records, fulfilling a host of responsibilities and establishing working relationships.

If so many people are willing to master these complexities and stay in the teaching profession, there have to be strong compensations.

We believe that there are such compensations—rewards that make the job of teaching satisfying and worthwhile. We should like to mention four of them.

Gaining Professional Advancement

There are financial rewards as you progress in the field of teaching: increments every year, increasing fringe benefits, chances for promotion. There is also the feeling of status you acquire as you grow in effectiveness and advance in your profession.

Working as Part of a Team

Teaching is a team effort and being part of the team is a rewarding experience. There may be times when you, like many other teachers, will gripe. But underneath the complaints will lie the certainty that you and your colleagues are working together to help the school and the children.

Making a Social Contribution

A fundamental attribute of a profession is that it has significant social value. In the profession of teaching, you are making a vital contribution to society—not just the society of the present but of the future. The skills, understandings and attitudes that you develop in children today will help to shape a better world of tomorrow.

Achieving Personal Satisfaction

Your satisfaction will come from several sources: the pleasure of watching children learn and mature under your guidance; a pride in slowly but surely mastering the "mysteries" of your profession; and the simple joy of teaching. This reward—this personal or psychic satisfaction—is the greatest of all. We hope that you find it soon.

Appendices

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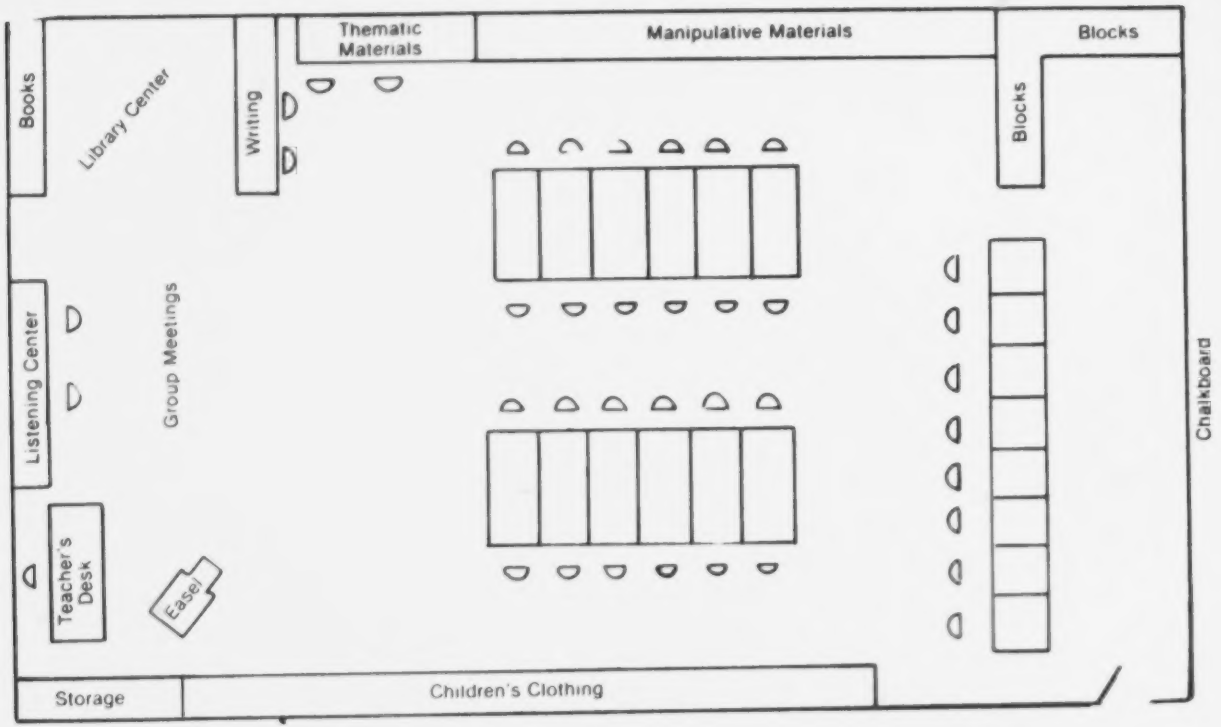
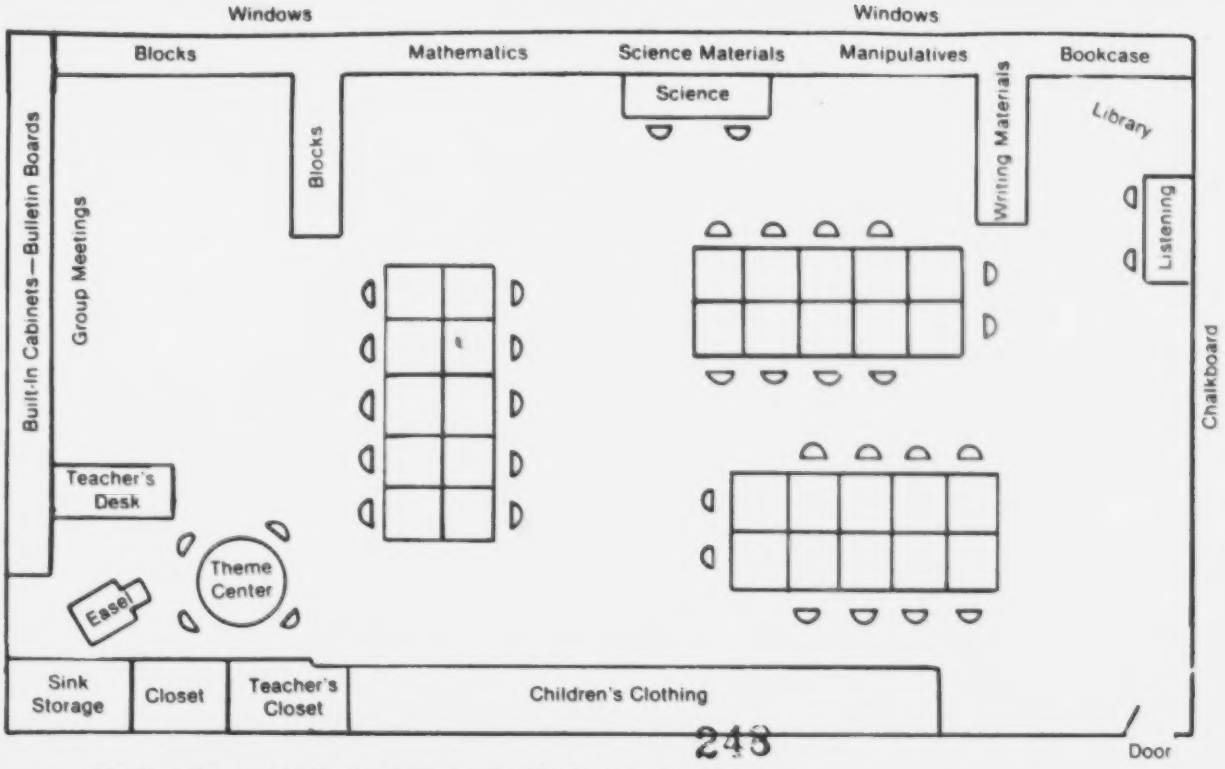
Floor Plan 1



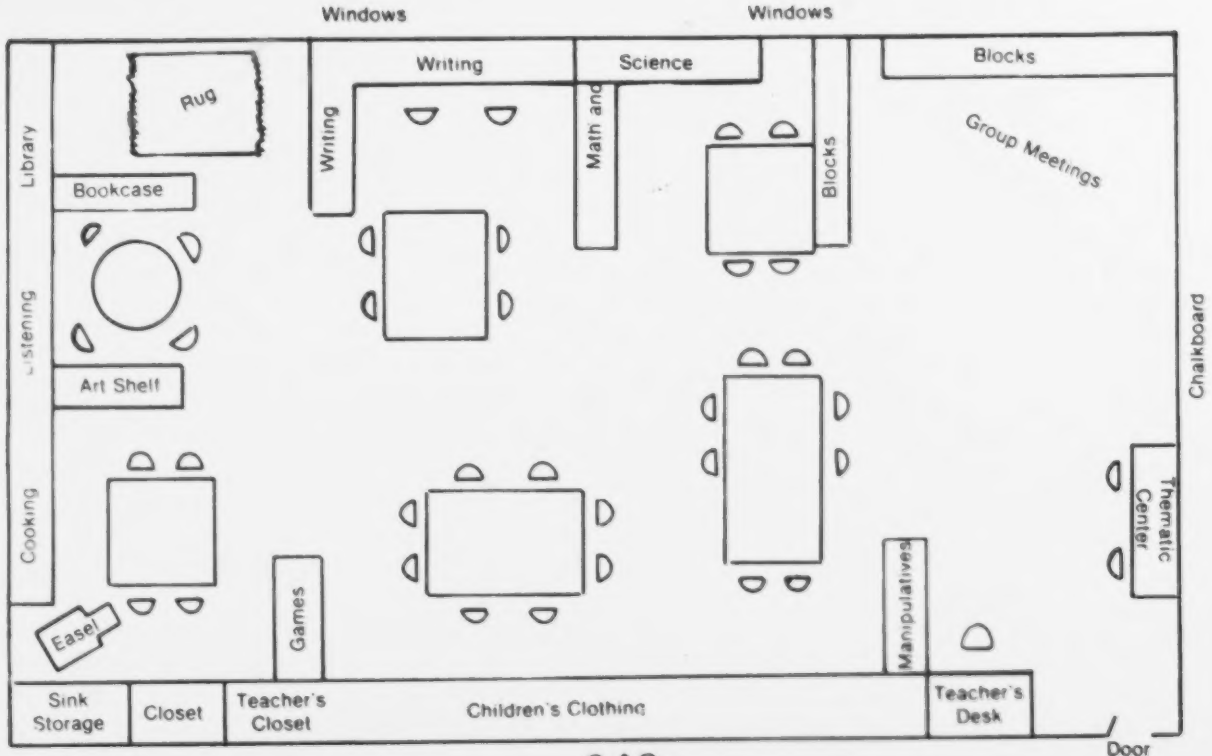
This floor plan reflects a more traditional classroom. It provides for two large groups, a smaller group, and a few learning centers.

Floor Plan 2



This floor plan provides for three large groups and a few learning centers.

Floor Plan 3



This floor plan reflects an Open Classroom approach complete with various learning centers.

Early Childhood Schedules

Suggested Daily Schedule for All-Day Kindergarten

8:40 A.M. - 3:00 P.M.

8:40 - 9:00	Arrival, Informal Conversation: Children look at books while awaiting classmates. Class meeting to discuss the day, weather. Plan the day's activities.
9:00 - 9:15	Direct Instruction Activity: Sound Game—Auditory Discrimination.
9:15 - 10:15	Work Period: Children work at learning centers. Include the following: Blocks; Listening and Library; Writing Center; Painting; Doll/Housekeeping; Small Games/Puzzles; Science; Mathematics.
10:15 - 10:30	Discussion: Work at various learning centers.
	Story Time: Finger Play: "I Wiggle My Fingers."
10:30 - 11:00	Active Play: Indoors or Outdoors—Circle Games.
11:00 - 12:00	Prepare for Lunch: Lunch.*
12:00 - 12:45	Quiet Time and Rest: Children look at books, listen to music.
12:45 - 1:30	Direct Instruction Activity: Preparation of simple experience chart. Construction of pupil-made books.
1:30 - 1:50	Snack Time
1:50 - 2:20	Music: Rhythms, Rhythm instruments
2:20 - 2:50	Story Time/Discussion: Name of story, sequence. Evaluate day's activities. Pictures illustrating the day's activities may be placed in sequential order by the children. Plan for the following day.
2:50	Prepare for dismissal
3:00	Dismissal

* It is recommended that "family style" lunch be served in the classroom as part of the instructional program.

Sample Weekly Schedule for First Grade

This weekly schedule is a sample of how a first grade teacher might plan a typical week. Teachers and supervisors modify the schedule in keeping with district policy, school regulations, and organization.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40-9:20	*Meeting:* Begin-the-day routines (attendance, calendar, weather, flag, sharing); planning of the day				
9:20-10:15	*Reading / Writing / Listening / Phonics:* Grouped instruction in communication arts, including reading groups				10:15-11:00 Prep (Art) 11:00-11:40
10:15-10:30	*Music / Physical Education*: Songs, games, finger plays, movement rythms				
10:30-11:15	*Mathematics:* Direct instruction followed by group work on activities such as workbook pages, worksheets, cuisenaire rods, infix cubes, and other mathematical manipulative materials				
11:15-11:45	*Literature:* Storytime/discussion. Planning afternoon writing program Preparation for lunch				
11:45-12:40	L	U	N	C	H
12:40-1:15	*Writing Activities:* Handwriting, cretive writing, journals related to thematic study in areas such as social studies, science, art				
1:15-2:15	*Center Time:* Teacher works with small groups, such as LEP children, while other children select activities utilizing all learning centers in classroom, including thematic projects		1:15-2:00 Prep (Library) 2:00-2:30	(Center Time includes planned activities and tasks integrating curriculum areas, e.g., art, social studies, science)	
2:15-2:30	*Physical Activity / Movement:* Exercises, dramatization, neighborhood walks, movement, pantomime, dance, appropriate learning games				Storytime/ Dramatics
2:30-3:00	*Meeting:* Sharing work of the day; evaluating ongoing work; discussing/clarifying homework; next-day reminders and planning; dismissal routines				

Sample Weekly Schedule for Second Grade

This sampleschedule shows how a secondgrade teacher might plan a typical week. Teachers and supervisors modify the schedule in keeping with district policy, school regulations, and organization.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40-9:00	***Meeting:*** Begin-the-day routines, planning of the day, sharing of homework assignments, discussing of special events				
9:00-9:50	***Reading/Reading Skills/Listening:*** Grouped instruction in communication arts, including reading groups, skills lessons, word games, book sharing, research				
9:50-10:00	***Music Physical Education:*** Songs, games				
10:00-10:45	***Mathematics:*** Direct instruction followed by group work including manipulatives, problem solving, skill sheets, math task cards, measuring and graphing activities				
10:45-11:10	***Literature:*** Story time/discussion, book sharing, reactions illustrating			10:45-11:30 Preparation Period *(Art)*	11:45-11:30 *Physical Ed./Health Ed.* *Gym Period*
11:10-11:30	***Whole Group Instruction:*** In a specific content area such as Social Studies, Science, Art, or Health			11:30-11:40 preparation for lunch	11:30-11:40 preparation for lunch
11:40-12:30	L	U	N	C	H
12:30-1:15	***Writing Activities:*** Creative writing, journals, handwriting, expository writing, reports, messages, letters, theme-related writing, writing in content area, social studies, science				
1:15-2:15	***Center Time:*** Small group preparation/instruction ,children select learning centers in classroom to work on projects, task cards, and activities of interest and/or content area		1:15-2:00 Preparation Period *(Library)* 2:00-2:45	*Center Time:* Includes activities and tasks in which all curriculum areas are integrated	2:00-2:30 *Assembly*
2:15-2:30	Music/Physical Education–Movement, rhythms				
2:30-2:45	***Meeting:*** Sharing work of the day-writing art, group projects. Previewing follow-up activities			*Meeting:* Evaluation of work by teacher and classmates	
2:45-3:00	***Homework/Routines:*** Clarify homework, next-day reminders, dismissal routines				

Writing Across the Curriculum

Opportunities for writing can be found in all areas of student study as well as among students' own experiences. Use the list of suggestions below as a guide to possible writing activities students can fulfill and enjoy.

- Choose their own topics for writing (a special trip, personal experience).

- Write on an assigned topic related to the curriculum. ("What would your day be like if you were living in Colonial America?" "Write your own mystery story after reading the mystery in your reader.")

- Describe reactions to books already read.

- Make individual or group books of their own writing.

- Write their own ending to a story you have read aloud.

- Describe a character from a story, or a friend or relative.

- Write to pen pals.

- Write a TV or movie review.

- Write directions for a science experiment, art project, or recipe.

- Compose a travel journal during or following a vacation.

- Interview a friend, teacher, or relative and transcribe the interview.

- Write biographies and autobiographies.

- Develop their own word problems in mathematics.

- Write the steps used in solving a mathematics problem.

- Develop a list of questions before beginning a social studies or science unit and answer these as they learn more about the subject.

- Research an area of interest (outer space, an historical event, how to care for a pet, etc.) and write about their findings.

- Write about an historical event from the point of view of different people who experienced it.

- Create their own fables, folktales, myths, short stories after becoming familiar with these forms of literature.

- Discuss poetry read and write their own poems.

- Plan and write a class newspaper.

- Keep a food diary as part of a nutrition unit.

- Write letters, thank you notes, invitations, or other social messages for real purposes (to obtain information for research, to request materials, following a class trip).

The Community School Districts

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